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CONTENTS

WHAT AN ORGANIZER DOES AND WHY ..... *May Dexter Henshall* 633
ADULT EDUCATION FOR THE LIBRARIAN ..... *Sydney B. Mitchell* 638
REGIONAL LIBRARY TRAINING COURSES ..... *Charles E. Rush* 641
HOPSCOTCH OR LIBRARY SCIENCE ..... *H. O. Parkinson* 643
SEATTLE CONFERENCE GROUP MEETINGS 645
Agricultural Libraries —— Art Reference —— Business Librarians —— Catalog Section —— Children's Librarians —— College and Reference —— County Librarians —— Hospital Librarians —— Library Buildings —— Professional Training —— Religious Books —— Training Class Section —— Trustees Problems —— University Library Extension —— Bibliographical Society of America.
THE CLASSIFICATION OF LIBRARY PERSONNEL 660
MORE HALF-TOLD TALES ..... *Earle F. Walbridge* 662
EDITORIAL NOTES 663
AMONG LIBRARIANS 664
CURRENT LITERATURE AND BIBLIOGRAPHY 668
RECENT BIBLIOGRAPHIES 670
LIBRARY OPPORTUNITIES 674

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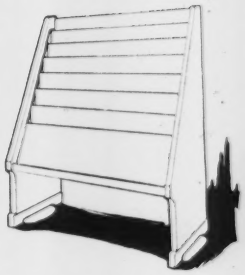

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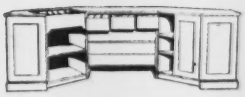

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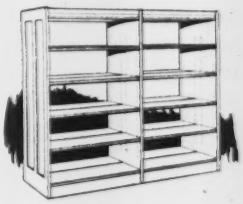

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AUGUST MUSINGS

Greeting old friends and meeting new friends is the pleasantest sport we know. Six "Gaylorders" attended the Seattle Conference and rejoiced in the opportunity of meeting face to face many west coast librarians whose names had long been familiar. How much pleasanter are business relations when conducted between friends.

The Seattle Conference will long remain in memory as a friend-making one, proving that East and West are neighbors after all and could profitably meet at the back fence and talk things over more often than they do.

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Library Book Outlook

Again two quiet summer fortnights have gone by in the American publishing world without any decidedly outstanding new library items being published.

There is, however, a fair sprinkling of worthwhile books in most classes.

In Fiction, John Galsworthy's Caravan (Scribner, $2.50) is important, as containing all of his stories, written between 1900 and 1923, that fall short of novel-length.

Other fiction offerings include Rafael Sabatini's The Strolling Saint (Houghton-Mifflin, $2), an early novel not heretofore published in this country; E. Barrington's Glorious Apollo (Dodd-Mead, $2.50), novelizing the life and loves of Lord Byron; James Oliver Curwood's Ancient Highway (Cosmopolitan Book Corp., $2), a present-day novel of high hearts and open roads, the scene of which is laid in Quebec, for a change; Arthur Stanwood Pier's Confident Morning (Houghton-Mifflin, $2), which furnishes food for thought, besides presenting a pleasant, sympathetic picture of life in a wealthy large-city parish; William Garrett's Doctor Ricardo (Appleton, $2), a detective story; and Rex Beach's The Goose-Woman, and Other Stories (Harper, $2), a collection of five tales, on varied themes.

Travel-books include A Gipsy of the Horn, by Rex Clements (910, Houghton-Mifflin, $4), the narrative of a voyage round the world, in a windjammer, twenty years ago; Gone Abroad, by Douglas Goldring (914, Houghton-Mifflin, $4), travel-sketches of Mallorca and the Balearic Islands, of Italy and the Alpes Maritimes, and of Middlesborough-on-Tees, which seems to the author, himself an Englishman, to be more truly "abroad" than any Umbrian city; Finland and Its People, by Robert Medill (914.71, McBride, $1.50), a small book of travels, of 128 pages, illustrated; The West Indies, with British Guiana and British Honduras (917.29, Scribner, $4), containing much information, scientific, historical, political, and topographical; and Least-Known America, by Alden E. Bartlett (917, Revell, $2.50), including the Southwest, Newfoundland, Labrador, the "Isle of Rum," Demerara, and other places.

There is also a new pirate-book, by Archibald Hurd, entitled The Reign of the Pirates (910, Knopf, $3).

The Bretons at Home, by Frances M. Gostling (McBride, $2.50), now seemingly put forth as a new book, appears to be a reissue of a book originally published in 1900.

In Biography we have the expensive Memories of Forty-eight Years' Service, by General Sir Horace Smith-Dorrien (Dutton, $8), depicting a notable military career, extending from 1878 thru the Great War.

Other biographical works comprise From President to Prison, by Ferdinand Ossendowski (Dutton, $3), detailing further remarkable Russian experiences of the author; A Sheaf of Memories, by Frank Scudamore (Dutton, $5), by an old war-correspondent who has travelled widely; The Early Life and Letters of Cavour, by A. J. Whyte (Oxford Univ. Pr., $5), which gives intimate records of Cavour's life before the duties of public office absorbed his energies; and Further Reminiscences, by Sabine Baring-Gould (Dutton, $6), completing the recently-published volume of earlier memoirs.

History and Sociology are represented by The Heart of Aryavarta, by Lord Ronaldshay (954, Houghton-Mifflin, $5), presenting the revolt of the younger generation of well-educated Hindus against the subordination of the soul of India to the culture of the West; The World of the Incas, by Otfrid von Hanstein (985, Dutton, $2.50), an account of the bygone Peruvian civilization; Europe Turns the Corner, by Stanley High (940.91, Abingdon Pr., $2), a picture of post-war Europe, with an introduction by Col. E. M. House; Hypatia, or Woman and Knowledge, by Mrs. Bertrand Russell (396, Dutton, $1), a brief setting-forth of feminism, in the To-day and To-morrow Series; A Labor-Party for the United States, by James G. Hodgson (329, H. W. Wilson Co., 90c), reprinting selected articles on the subject; and Creative Youth, by Hughes Mearns (371.3, Doubleday-Page, $2.50), telling how a school-environment set free the creative spirit in students.

Religion and Philosophy have Why I Am a Christian, by Dr. Frank Crane (280, Harper, $2), and The Evolution of Logic, by Henry H. William (160, University of North Carolina Pr., $2.50).

Scientific books include Useful Aspects of Geology, by S. J. Shand (553, Van Nostrand, $2.50), a non-technical presentation of the subject; America's Greatest Garden, by E. H. Wilson (580, Stratford, $3), describing the Arnold Arboretum connected with Harvard University; The Earth Speaks to Bryan, by Henry Fairfield Osborn (575, Scribner, $1), a brief attempt to refute Bryan's arguments on evolution; and Jungle Days, by William Beebe (504, Putnam, $3), essays on the author's life and work in the British Guiana jungle.

Drama is represented by Representative American Dramas, National and Local (812.08, Little-Brown, $4.50), giving the complete texts of fifteen plays, and illustrating practically every type of drama; The Ladies' Home Journal One-Act Plays (812, Doubleday-Page, $1.50), containing five plays written for amateur-production; The Saint, by Stark Young (812, Boni & Liveright, $1.75), a four-act play of our Southwest; and The Drama Year-Book, by Joseph Lawren (792, Lawren, $3), giving statistics and information about the 1923-4 theatrical season.

The Modern American Writers Series is augmented by a volume on Theodore Dreiser, by Burton Rascoe (813, McBride, $1).

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This is a reissue of the bulk of two books, *The Wandering Scholar*, published in 1896, *Accidents of an Antiquary's Life*, in 1910. Together they give a vivid picture of life and adventure in the Near East.

The Touchstone of Architecture, by Sir Reginald Blomfield. *Net*, $3.00.
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Last Days of Mast and Sail. An Essay in Nautical Comparative Anatomy, by SIR ALAN MOORE. Illustrated by R. MORTON NANCE, and with two drawings by an Arab. With two plates and 222 illustrations in the text. *Net*, $7.00.
A contribution to the study of nautical archæology.

Austin Dobson. An Anthology of Prose and Verse. With a Foreword by EDMUND GOSSE. *Net*, $1.50.

The Life of Wesley and the Rise and Progress of Methodism, by ROBERT SOUTHEY. With Notes by SAMUEL TAYLOR COLERIDGE and Remarks on the Life and Character of John Wesley by ALEXANDER KNOX. Edited with Introduction and Notes by M. H. FITZGERALD. Two volumes. $1.50 *net* each volume; in one volume on India Paper, *net* $4.00.
This includes the matter first published in the third edition, edited by Southey's son. Mr. Fitzgerald has added a biographical table, marginal dates, and notes. Coleridge described the life as "the favourite of my library among many favourites, the book that I can read for the twentieth time when I can read nothing else at all."

A Bibliography of Samuel Johnson, by W. P. COURTNEY and D. N. SMITH. A Reissue of the Edition of 1915. Illustrated with Facsimiles. With 38 Facsimiles. *Net*. $10.00.

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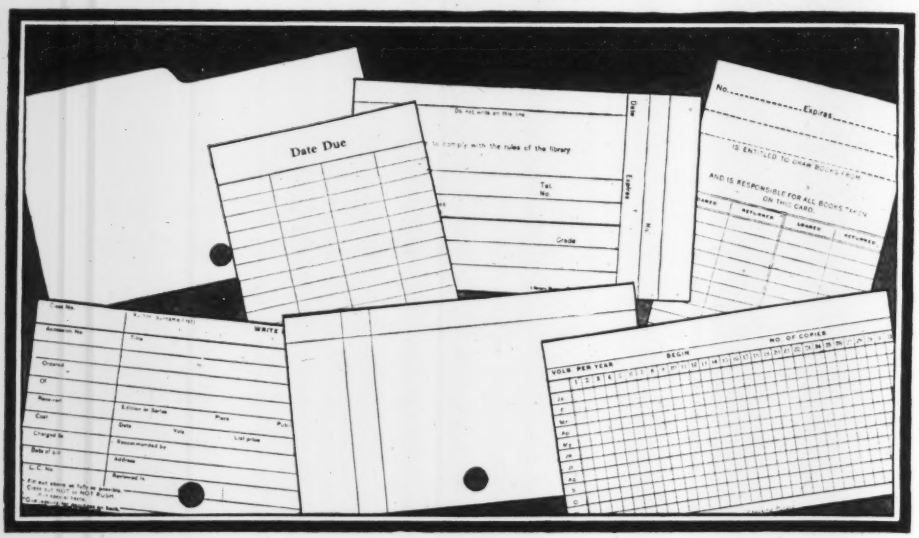

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THE LIBRARY JOURNAL

TWICE-A-MONTH AUGUST, 1925

What an Organizer Does and Why

BY MAY DEXTER HENSHALL
County Library Organizer, California State Library.*

"JUST what is your work anyway? You must have such a nice time traveling around the state." The casual question and the assumption that sightseeing is your main object in traveling leaves the organizer limp, physically and mentally. With the desire to show the position is not that of a sinecure the response usually is, "If you can give me an hour of your time, I'll attempt to answer your question." You know, however, that in an hour's time your listener will have merely a skeleton of facts only partially understood. Experience alone can give one the background of understanding of those facts, their full significance and the relation of the organizer to them. The human element enters so strongly into an organizer's work that one would need to display man's aspirations and his frailties in a way too intimate to be desirable. The organizer must take advantage of the former, attempt to cope with the latter and at the same time keep her mental balance.

An organizer's work extends over two periods: before a county library is established and follow up work after its establishment.

A third phase of the work that goes on indefinitely is very general in its character, is carried on both inside and outside of the State Library, has many ramifications and has for its purpose furtherance of library service of county libraries and school libraries.

Before attempting the establishment of county libraries the organizer should be thoroly familiar with the county library law and all other library laws of the state. Unless there is strict adherence to the law in establishing a county library future difficulties may arise that will retard the service and harass the county librarian.

The system of taxation for city, county, and state purposes must be understood by the organizer as she must make a definite estimate of the cost the county library will be to the county before she interviews the members of the board of supervisors. Their first question is, "What will it cost?" The organizer must know and be able to give her reasons for her estimate.

Before considering seriously the establishment of a county library in any county the organizer should have evidence that there is active interest among the people for a county library. She should study the financial condition of the county, the personnel of the supervisors, the people to be served, facilities for transportation, topography, industries, and any conditions affecting the establishment of the library either favorably or unfavorably.

The assessed valuation of property taxable for county library purposes may be so low that the tax rate for a county library may be prohibitive. In that event the California county library law makes provision for a county to contract for county library service with a county having a county library on terms that are mutually agreeable to the boards of supervisors of the respective counties.

The personnel of the board of supervisors is the most vital factor in the establishment of a county library. The organizer must study the members of the board and their problems. The county library as an institution may have no direct appeal to them, but the desires of their constituents or certain ones among them may be of great importance. It is the organizer's business to determine if possible what will create a favorable attitude toward the county library on the part of the supervisors. On the other hand the favorable attitude may exist but local conditions render it inadvisable to establish a county library. The supervisors may have a road building or a bridge building campaign scheduled for the year you intend to organize a county library and they wish all increase of taxes to be centered in that particular project. The wise organizer will not force the issue but wait for a more auspicious year.

If conditions for organizing are favorable the organizer should endeavor to have the super-

* Paper read at the forty-seventh annual conference of the A. L. A. at Seattle, Wash., July 1925.

visors pass resolutions of intention to establish a county library at once. They should be willing to do this as these resolutions are not legally binding but are required by law as the preliminary step. The supervisors give notice thru the newspapers to the people that they contemplate establishing a county library on the date given in the notice. With this legal step taken the organizer can start active work in every section of the county. This active work must be done by residents of the county informed and directed by the organizer. The chief functions of the organizer are to give correct information and to direct tactfully the efforts of residents interested in having a county library. It is not the organizer's interest but the interest of the residents of the county that will influence the supervisors.

Among those who will need to be interviewed by the organizer are the district attorney, auditor, clerk, assessor, school superintendent and town librarians if there are any. It is very necessary to have a clear understanding of the county library law on the part of the district attorney as he is the legal advisor of the supervisors. The auditor as the bookkeeper of the county can give valuable information concerning finances. His attitude toward the establishment of a county library may have decided influence with the supervisors. The county clerk is *ex-officio* clerk of the board of supervisors and his understanding of the county library law and the plan for service may smooth away difficulties that are apt to arise. The assessor can give helpful information concerning large taxpayers and others, who should be seen. The school superintendent will be directly interested in county library service to schools and can assist to a large extent in disseminating information and creating favorable action concerning the establishment of a county library. Town librarians need to be seen in order that they may know the establishment of the county library will not affect their positions nor in any way affect their libraries unless it is the desire of the board of library trustees to have the town library join the county library. The knowledge that joining the county library means no loss of identity unless desired, but simply paying the county library tax and having access to the large central collection of books in the county library reassures the town librarian and removes objections from that source.

The organizer must constantly give definite information to those in power and to as many others as possible in each community so that they will spread the information correctly. The mass of the rural residents must be reached thru speaking at meetings of granges, farm centers, P. T. A's., and clubs of all kind that will reach the people concerned.

Newspaper publicity will need to be handled with care. Much depends upon the editor's attitude and his understanding of the subject. Any articles that may be published should be written by the organizer in order that accurate information may be given.

Organizing activities in each of the supervisorial districts should be conducted as far as advisable to suit the personal desire of the supervisor. One may wish petitions signed by his constituents; another may wish assurance from certain large taxpayers only; another may be persuaded thru personal letters and interviews from the voters who elect him; the rare one may pledge his vote saying he knows his people favor the county library. The opposite type may attempt by personal hostility to kill the project before it has its first breath of life. In order that the ultimate outcome shall be favorable the organizer must endeavor to determine the actual attitude and underlying motives indicated by the reaction of each supervisor. If the significance of each is interpreted correctly useless efforts may be eliminated and more effective methods substituted.

The organizer should stay in the county from the time the resolution of intention to establish a county library is passed by the supervisors until the date set for establishment, which is usually a month's time. She must keep in touch with all sections of the county and direct the efforts of those who are working to convince the supervisors. On the date set to decide the matter the organizer should try to have representative taxpayers from every section of the county attend the meeting of the supervisors. All necessary arguments should be made by the taxpayers, but the organizer should be present to respond to questions that cannot be answered correctly by others.

If the county library is established the organizer can be of assistance to the county librarian who is usually not a local person, by giving her invaluable local information obtained during the period of organizing. If desired, she may go with her to the county and assist her in making personal contacts that will be helpful.

After the establishment of a county library the first concern of the county librarian is to establish branches for community service as soon as possible as the primary purpose of a county library is to give general reading to all parts of a county outside of towns with tax-supported libraries. While this is being accomplished she may wish to start county library service to schools. The library organizer stands ready to explain the law providing for the

service and the plan for co-operation between the county library and school districts. Talks are given at teachers' institutes and school trustees' meetings. Where necessary personal visits are made with either the county school superintendent or county librarian or both to each school district and the plan explained to each teacher and trustee. Many difficulties will be obviated in school library organizing if the organizer has teaching and supervising experience and a wide acquaintance with state and county school authorities. Both the experience and the acquaintance create confidence.

California's extent of latitude, difference in altitude and proximity to the ocean cause great divergence in topography, climate, industries, etc. One county will have an area of 470 square miles; another 20,055. One county will be in the valley with fine state and county highways; another is so mountainous that it practically all stands on end and mountain grades and even trails are the arteries for travel. In a remote California county one supervisor walks twenty-four miles over a trail to attend the meeting of the supervisors. Vast desert areas stretch over other counties with a widely scattered population whose loneliness is lessened by books and more books. Counties with rivers having island inhabitants, coast counties with lighthouses and whaling stations put forth their plea for books. Counties with perpetual sunshine are offset by those in which mountaineers are snowed in for months at a time; yet all are entitled to library service under the county library plan. There are many books at county library headquarters ready to serve everyone far and near. The county librarian is on the alert for every indication that service is desired. With the desire expressed, a place provided for the books and a custodian to take charge of them the branch becomes a reality.

The finer the spirit and the better the understanding of the custodians of the county library branches the greater will be the usefulness of the county library to the communities. There are outstanding examples of custodians who have shown most unselfish devotion to their neighbors. Neighbor is a relative term for mountaineers will speak most casually of my nearest neighbor five miles away.

The library organizer was invited by the county librarian of a large mountainous county to accompany her, one of her assistants, the Red Cross nurse, and the school superintendent on a trail trip to a community branch and a school branch of the county library where all the neighbors were many miles apart and the only means of travel was on foot or muleback over the trails. The invitation was accepted unhesitatingly. Visions of trails like those in the Yosemite Valley gave a reminiscent thrill to lure an unsuspecting organizer on. A conventional start was made by train from the State Library to the county seat. Then a day's ride over mountain grades curving in and out and going ever upward with occasional stops to visit mountain schools and county library branches brought the party to a State highway convict camp where a meal was procured. A mountain home offered shelter for the night. Morning came and with it an Indian who brought from back in the mountains three mules and two horses with uncertain dispositions and varying speed. A parting warning from the Indian, "Don't go on the trail above the flume until the pack animals come off," and we were on our way. A blissful state of ignorance was drawing to a close. The unknown was becoming the known with disconcerting rapidity.

Why should a hornets' nest be rudely disturbed by a mule's hoof and the reaction of both hornets and mule strike terror to the heart of the organizer unless it was to warn of perils beyond? Alas, the warning was unheeded. The flume was reached. The pack animals came off the cliff trail and we went on. There was no retreating. A sheer wall of rock on one side towered above, the precipitous side of the mountain slid away from the narrow trail and ended in the madly dashing river below. Right angle turns were frequent with the mule's head going off into space while his feet picked their way gingerly around the sharp turns. Magnificent scenery had no attractions. It was a matter of pinning faith to a mule and prayer. All things come to an end, and the end of the trail found us with aching muscles and quivering nerves. Another night's shelter in a mountain home. Another day on another trail. Why try to describe it! It must be seen and felt to appreciate it. Again the end of the trail was reached, and instead of finding a school and county library branch to visit and a place to rest we learned the school was thirteen miles away on another trail, the county library branch four miles away on a trail in the opposite direction from the school, and the one small house, the combined tiny store and post office and two barns the sole means for shelter and sustenance for two nights and days.

You are thinking about as we did. "How foolish to expend so much time and energy visiting such a place." We changed our minds; so will you, I hope. The ruins of "King Solomon's Mine," passed on the trail, explained why people first inhabited that region. Force of circumstances has kept those who are left.

The next day the school was visited. A teacher from San Francisco, helped by the county librarian who supplied the school with

the best of books, magazines, and pictures, was bringing to these children outside interests that were opening up possibilities that meant much in their future development. The official visit that was made gave an outside connection that was needed for mutual understanding.

There was no time after visiting the school to go four miles over another trail to visit the county library branch. Rations were low and a third night in a barn unthinkable. The one civilized thing was a country 'phone. Everyone had a 'phone, so the county librarian had arranged for the custodian of the branch to meet her at the tiny post office.

In the afternoon the lone figure of a khaki-clad woman on mule back appeared. No introductions were needed. You knew at once she was "just different" and that she was the custodian. You knew, too, that she represented the real reason why you had made the trip. You were glad clear thru that you had the privilege of knowing her. She was born in that section, had her early education there, went out and finished her schooling in the city, married a mining man, and returned to her birthplace. Being hungry for books, she gladly gave a place in her attractive log cabin home to house them and offered her services as custodian.

The county librarian exclaimed, "How can you give library service to these people when they all live far away on mountain trails and you are four miles by trail from the post office?" The custodian replied, "That is easy to answer. Everyone has a country 'phone. When the pack animals come in with a shipment of books I go with my pack animal to the post office to get them. When I return home I make a list of them. On separate sheets of paper I write the names of the county library borrowers. On the wall by the 'phone is a list giving the telephone call of each. If the shipment is large enough to permit each person to have four books I call up Mr. Brown, tell him a shipment of new books has arrived and ask him to choose four as I read the list. He does so and I check them on the list, hang up the receiver and write the titles of the four books under his name. Then I call up Mrs. Smith and read the list left after Mr. Brown's choice was made and keep on repeating until everyone has been called up. Then I wrap the books in separate bundles labeled with the name of the borrower. Every other day the pack animals come in with the mail and everyone comes to the common center—the post office—so I take all the bundles of books there." The county librarian exclaimed, "I must owe you a lot of postage!" "No, I put them at the post office; not in it. As a mountaineer comes in he looks for his package of books and leaves the ones he has read. Then I gather up all the books that have been returned, put them on the pack animal and when I reach home list them and later call up those who have not read them so they can choose and I will be ready to take them down the next time the pack animals bring in mail."

This simple, gripping story of a practically unparalleled bit of library service held us spellbound. It made one realize there could be no hard and fast rules for library service; that if either choice or necessity cause people to live in remote places the big idea is to make it possible for books to follow them.

These great differences have a direct bearing on the county libraries. The main principles of the big plan for giving county library service are the same in all the counties, but unusual conditions cause a wide difference in the manner of meeting them.

Under any condition it is quite necessary that there should be a central institution having an understanding of the library system as a whole and ready to help each individual unit in carrying out the plan for service. This need is emphasized where the state is large and the topography varied.

The California State Library has met this in many ways. One way is by personal contact thru visits by the State Librarian or members of his staff. These visits are made as often as possible. They are often made at the request of the librarian to help with some special problem. They run the gamut from visiting the headquarters of the county library to the remotest community or school branch. The county librarian and assistants at headquarters and custodians of branches are met and contacts made that are mutually helpful. There are many fine ideas gleaned that the visitor can carry from one library to another. The progress of the work in each county is more apparent to the visitor than to those who are responsible for it. Seeing the growth thru the eyes of the visitor is often encouraging to those who have caused it. Simply to talk to someone who understands and cares is often a help and safety valve to a librarian. Biggest and best of all the benefits of visiting is an intangible something that gives a mutual feeling of the worthwhileness of all the effort made in giving library service. It is the bright, never-ending thread that runs thru the fabric of each visit—lost sometimes under stress of physical fatigue; emerging again with a rested mind and body.

There is much work pertaining to county and school libraries that engages the attention of the library organizer both out in the field and within the State Library. Personal interviews, letters, articles to be written, reports, statistics,

etc., make their demands upon the organizer's time.

Speaking at meetings of various kinds is part of the informational work of the organizer. Information concerning the county library and its service to schools is also given whenever the opportunity arises to the students in the state teachers colleges so that they may use the county library understandingly when they graduate and accept positions as teachers.

Talks are also given to teachers in summer schools. These teachers represent many counties. Each thinks of the service of the county library as given in the county where she has taught and consequently has a narrow county viewpoint rather than a wide state vision. The organizer endeavors to give an idea of the system as a whole and to bring to the teachers thoughts of their responsibilities in helping the county librarian to make it produce the best results possible.

When the legislature is in session biennially the organizer is detailed by the State Librarian to watch the legislative journals and histories daily for any bills affecting libraries. Salary bills and bills of general interest to librarians are introduced and need to be watched by someone in the state capitol who is interested in the welfare of the libraries.

With the advent of county libraries has come an ever increasing demand for trained librarians. A knowledge of library laws in general and county library law in particular is very desirable. In addition the application of the law and an understanding of the county library plan is necessary if graduates of library schools are employed in county libraries. To meet this situation the Department of Library Science of the University of California under its course, Library Administration and Extension, gives to County Libraries one hour per week thru one semester. This course of fifteen lectures is given by the library organizer as her work keeps her in close touch with library laws and the operation of county libraries thruout the state.

The California State Library issues a map post card with all the counties having county libraries colored a brilliant yellow indicative of the far-famed sunshine and gold of California. Strange as it may seem the cold-appearing white spots on the coast and in the mountains represent largely the gold bearing counties of the past. It is these counties which spoil the continuity of our golden map. Why? It is a fallacy to believe that county library organizing becomes easier with each county library that is established. Theoretically, yes; actually no. Naturally the counties with the largest assessed valuation of property will establish county libraries first and those where conditions for organizing are favorable will be selected first by the organizer. Gradually such counties become fewer until they cease to exist. The organizer is then left with practically impossible situations in a few counties that are financially able to establish county libraries and the remainder of the counties are nubbins that will remain nubbins unless they take advantage of special county library treatment.

Everyone knows the most hopeless people to help are the ones who will not help themselves. If people living within counties financially able to have county libraries will not change conditions that make the establishment of a county library impossible the organizer is powerless. Such counties must await for new blood to stir their sluggish systems.

The nubbins! The counties with such a small assessed valuation that they cannot afford to establish a separate county library. In some instances there is hope for them. It means, however, different treatment and double work for the organizer. Section 5 of the county library law provides that the supervisors of a county without a county library may contract with the supervisors of a county with a county library for service. The organizer must first ascertain if the librarian of the county with the county library is willing to assume this extra work. An estimate of the cost must be made. The supervisors of the county with the county library must be interviewed to learn if they will enter into such a contract. Then the supervisors of the county without the county library must be won over to the idea. Possibly it will mean intensive organizing of the county to convince them. Difficulties in organizing always increase as the assessed valuation and population of a county diminish. Added to this is difficulty in transportation for most of these counties are mountainous and remote from the county seat of the county that might serve them.

Yes, I have a nice time traveling around. Most of the soft spots and hard spots in California are familiar ones. Comfortable trains; the latest in auto stages gliding over the State highway; Fords that never miss a bump; mule back on dizzy mountain trails with intimate glimpses into Eternity.

And hotels! I have known the joys of the best and the sorrows of the worst. Sleeping on a haystack in a barn was not the most appalling.

Would you give up a single experience? Not one. Each one spells better understanding of the people who need county library service. Each one brings an understanding of conditions that confront county librarians and the State Librarian and helps in meeting them.

Adult Education for the Librarian

By SYDNEY B. MITCHELL

Associate Librarian, University of California Library.*

IN the wintry eastern city which has thus far failed to mark my birthplace with a tablet, spring was always ushered in with wild-flowers, tops, and marbles. Quite as certain as the trilliums was the annual visit of an itinerant musician who then supplanted all others as my cause of envy,—he played a kind of pipe which required his mouth and both hands, but in addition he had a big bass drum and cymbals strapped on his back, and these he played by jerking his legs. In place of a hat he had a helmet covered with bells of various tones, which he endeavored to keep in rhythm with the other instruments by shaking his head,—he seemed quite busy. He was in fact pretty nearly a whole orchestra in himself, even if a rather poor one. I determined when I grew up to have just that kind of job, but fate was unkind and gave me a soul without music. So I did the next best thing to achieve variety in mediocrity, —I became a librarian.

Now please do not take offence at the terms I have used. I merely wish to acknowledge that thus far our work has required some acquaintance with the whole field of knowledge, and as it is a large field we find ourselves rather thin when we spread all over it. I doubt if the much referred-to old librarian really knew more than our well-educated contemporaries but of course his field was much smaller. He was also perhaps able to take off more time for reading between 9 and 5 than present day librarians. We shall probably always require that very general education, that at least casual acquaintance with what the world is doing and thinking which used to be referred to as the equipment of a gentleman. As the desire to obtain such knowledge did not seem strong enough among most of us to cause us to acquire it by ourselves, we had to go to college and we shall encourage others planning to enter our profession to do likewise. Of course we leave our universities pretty raw, but we average better done than those who stopped at high school. I know that the stenographer who gave me a letter for Mr. Arnold Arboretum would probably not have done so after four more years of general education, and I remember that it was a freshman, not a senior, who when asked by the reference librarian if he knew Poole, looked surprised and gasped, "Yes, ma'am, I know the *American* game." So I will begin my suggestions for the adult education of librarians at the point where they enter college, and in due time I will come closer to the title of my paper.

What would you ask the student to do in his four years at college? I am old-fashioned enough to say: Get a general education and try also to develop a special interest in some subject, preferably not a vocational one. I would add that I believe such ideas will soon be in fashion again. Like many English-speaking people I recognize an aversion to learning other languages, but I believe this aversion must be overcome and the librarian should not have to own that he knows no French or German, let alone Greek, Latin, and other languages of great civilized peoples. He must have a general acquaintance with literature. It is a large line, the largest in his general store. He must not only know the general stock, but here he will find it desirable to get acquainted with the specialties, mainly because he will be often judged by his detailed knowledge and will be under suspicion if, for example, he attributes "The Land of Little Rain" to Jane Austen instead of to Mary Austin. He will follow the procession of history down the main roads from Greece and Rome thru western Europe and the British Isles to North America, but he will not feel ashamed if he knows little of the parts of it which belong to the lesser countries and continents. In an economic age, he will try to get cheerfulness out of the dismal science, and in a democratic country he must learn thru political science how difficult it is for us to govern ourselves or to let anyone else do it. With the thousands around him who have that curiosity which we call the scientific spirit, he will never understand the aims and methods of the workers most characteristic of our time if he has never studied science. We shall always get plenty of librarians whose chief interest is literature, but the students of economics and of natural science find competing ways of using their knowledge, hence the warm welcome we always give to the library school candidate whose preference has been for study in such subjects. I hope that our prospective librarian will find so much to interest him that he will defer all strictly vocational or professional courses until after graduation. A well known American botanist not long ago gave it to me as his opinion that the professional study of a science should not have early emphasis, but that future scientific workers should have first

* Paper read before the Lending Section of the A. L. A. at Seattle, Wash., July, 1925.

of all a good general education. How much greater is this need among librarians, whose specialty is in its essence merely a key for the freer opening of the general store of knowledge. I would, however, like to see the undergraduate find some subject of such great interest that he would gladly learn all he could about it while at college and continue its study in later years. This special interest will provide the field for that concentration which is so elusive in our present complicated life and not least so in our profession at its present stage.

Without the intention of discussing at this time the curricula of our library schools, I will go so far afield as to say that the opportunities for emphasizing the study of some particular subject and its literature seem properly to belong in the work of the second year of a graduate library school and that place should be found there for such special study, even if it means a reduction of the technical work of that year.

Let us now assume that our librarian has a fair general education acquired at college or elsewhere, a good enough education to have left him quite dissatisfied with his equipment and an earnest desire to widen and deepen his knowledge. How is he going to set about it? Talking, perhaps I should rather say listening, will do something, but hardly enough. One may learn a language by radio and may add a great deal to one's store of general information by careful selection of educational programs, but the method tends to that general diffusion to which we are already overtempted. Only recently the Rockefeller Institute after careful study was unable to recommend this vehicle for the better dissemination of scientific information.

Next we come to lectures, perhaps the most popular American device for the painless acquisition of education. As a form of inexpensive entertainment it is to be heartily recommended, but it has the same, perhaps even greater, drawbacks of diffusion. Anyone who has lived long in a college town knows the motley crowd which fills the halls at popular evening lectures on any subject. Here are the consecutive offerings of a fortnight in one university town: Dry farming in Palestine.—Symbolism in the poetry of Paul Verlaine.—Creative handwork the clue to elementary education.—Mahatma Gandhi and the Buddhism of to-day.—Einstein's theory in the light of recent solar eclipses.—The sex of the author of the Iliad.—The use of paradichlora benzine for controlling plant lice.—The Russian soviets in theory and practice. The next time that any one wants to "survey" anything or to test the intelligence of any one in my sphere, I propose to suggest as an alternative that he pick out a half a dozen of the apparently brightest regular attendants on these orgies and find out what they really know two weeks after taking.

When we come to courses offered by university extension departments we are in a different atmosphere, one in which the librarian may be not only a professional co-operator in the supplying of books needed in the courses, but a participant in the courses themselves. The excellent work done thru such agencies deserves careful study on the part of librarians, for not only should they be able to advise serious and persevering readers how they may continue their studies and get supervision of the work they do, but they may find help for themselves in fields where they recognize their too limited knowledge.

The last of the means for adult education that we recommend to librarians is that they take their own medicine, that is, do the steady consecutive reading they recommend to others. When I see the comparatively small interest in books and reading evidenced by some library assistants, I wonder why they took up this profession when there are apparently so many other ways of earning a better and easier living. I am told that when girls begin work in a candy factory it is usual to let them eat all they want, for they soon get over their taste for candy. Does continual contact with books have much the same effect on these young persons? I do recognize that there is a certain psychological result from an opportunity to get too many good things. I once saw a small boy utterly unable to select one from a plate of variously iced cakes, and similarly I note that I myself would frankly prefer to choose one book from a dozen on a table to having shelves of them to select from. The cure for the librarian as for his readers is in some plan of reading, some scheme of such continuous attention to a subject as will make distraction from it distasteful. In a constantly more complicated world our salvation must more and more depend on our picking out what are for us the essentials and being willing to leave some subjects untasted. After finding that one issue of a certain popular five-cent magazine could use up all my waking hours from San Francisco to Chicago, I decided I couldn't afford to take that paper, or in fact many magazines at all. When I check up on the general reading of the college students who plan to become librarians, and notice the scanty intellectual food they have taken outside their forced feeding, I wonder if their excuse of having no time is really a valid one or if it should not rather be charged to dissipated time. It seems inconceivable that in four long summer vacations no opportunity could be found to read

even the better fiction in English. I suspect the popular magazine is guilty of murdering the time. When the librarian says he has no time, I wonder what he is doing with his leisure, inasmuch as the type hardly possesses either the means or the temperament for leading a riotous life. His dissipation is probably only of the kind I have indicated, tho it may be more due to the ghastly series of trivial interruptions to which he is so subjected. If he can never get a chance to look at books during the day, I suggest that he occasionally follow the plan of many worthy but tired business men and have a nice capable secretary inform the casual interrupter that "the librarian is in conference." He will of course have an office of sufficient privacy that he will not then or at other times be caught reading.

On the other hand, I cannot see that reading is in itself any virtue or cause for self-congratulation,—it may even be a vice when the reader should be doing something else. The rapid reading in succession of casual books on diverse and unconnected subjects is just as futile from an educational standpoint as a similar over-indulgence in a variegated diet of popular lectures, educational radios, or films. The librarian should least of all readers merely drift thru reading, and this is equally true whether his reading is of the most approved American type—for the purpose of getting on—or whether it is merely for the purpose of spending his leisure to get that wider knowledge of the world and that vicarious experience of life which can make his own sheltered existence more interesting. He is obviously more favorably placed than most to read systematically, as he has ready at hand guides to the selection of books, and evaluations of specific titles. Even if he is in a very little library, he will have at least many of the volumes of such an excellent series as the Home University Library. The systematic reading of the scientific volumes of this series will do much to fill in the awful gaps left by a too exclusively literary education, and a careful following up of the further suggested reading in the excellent bibliographies appended to each volume may be used to deepen his knowledge of some subject of particular appeal. If, as is very evident, many of us fail to have even a vague scheme of reading for ourselves, we have much to learn before we try teaching others.

In discussing the college education of the librarian I mentioned the desirability of having some specialty. May I now stress the still greater need of the librarian's educating himself to work with thoroness in some particular field. I do not mean by this merely specialization in some special phase of his own technique. Either by choice or by necessity he may have become a worker in a very restricted department and have a fine knowledge of the best practice in it, but I doubt if his value and the esteem in which he is held in or outside of his own profession is in proportion to that degree of technical efficiency. As I look back I can hardly recollect whether I was more bored by the conversation of the enthusiastic creator of a new and beautifully complicated series of book numbers or by the shop talk of a pair of young law students with whom I once consorted. I have in mind rather the opportunities which we so obviously have for really getting to know something about some subject and its literature. This generally involves an initial interest. If you are not interested in anything, I am sorry for you. Having gone mildly crazy at different times over such subjects as the stage, ornamental horticulture, and domestic architecture, I realize how much is missed by being too beautifully well balanced. Of course one must not allow an avocation more than its fair place —this is a danger to be guarded against—but such special interests can be converted into real professional assets. Among other things they do for us is to make us understand and sympathize more with the fierce onslaughts of enthusiasts in their efforts to increase their knowledge of an enthralling subject. They also give us fine examples of method in specific lines of investigation. To those who do not feel any special urge I would say that if you select some subject within your natural range of interests and give it particular study, its attraction for you will be almost sure to increase, and your little knowledge spur you on to further reading.

The next step is production. I recently asked an elderly librarian why he had never written a book and got the reply that there were too many already. Too many books, yes, but hardly too many good books, and surely we the tasters for the public should know if a book we write is really any addition not necessarily to literature, but perhaps to the previously available printed information. Why should we not ourselves fill in some of the gaps which reference librarians tell us exist in materials in print? Our publications have thus far been rather too greatly restricted to the technical aspects of our own profession. If we crave to be recognized as scholars or as authorities a wider field of production will be necessary.

Unlike most remarks addressed to librarians this paper has contained little but suggestions for self-improvement. Our contributions are generally concerned with the uplift of others. But given a proper equipment ourselves, need we worry about what will be done for our public? Unless he is an intellectual snob, the

educated man will want to see his fellowmen better educated. But it is the enthusiastic specialist who will most vigorously try to interest others in what seems to him a subject of such tremendous importance. So he will pass on what he has gained to others and be the better able to help educate others by having educated himself. And by this I do not mean just helping some to get better jobs, which is after all only a means of living, but to make life better for them because in an increasingly complicated world the man who can have his resources in books may have a more satisfying life than he who is so bored at home that he must continually keep moving to be sure he is still alive. The question of making use of his increasing leisure is one of the greatest problems of the modern American. Let us hope that we may be able to do something which may reduce this very real menace of the future and make it an asset.

May I close with another reference to music. Librarians are not alone in trying to do all things without adequate equipment for them all. The California high school teacher's certificate will permit the holder to act as a high school principal, a high school librarian, or a teacher of any high school subject whether or not she knows anything about it. Which recalls to me that Kipling story, "A Friend's Friend," in which one of the characters gets very drunk at a military ball, goes up to the leader of the orchestra, and cheerfully offers either to lead it or to play any instrument the leader may designate. Let us be sure we are not occasionally doing the same. In a distracted age let us not add to the distraction, but in our plans to adult educate ourselves keep fairly before us the aim of first knowing thoroly what we would pass on to others. Love of one's work, enthusiasm over new ideas and plans, interest in people, a desire to uplift are all very wonderful things and quite useful as assets, but I have yet to be persuaded that they are any adequate substitute for the kind of education we will all need to do more serious work than we have heretofore attempted. Unfortunately it is still among us as with others a sufficiently remarkable thing to know or do some one thing as well as may ever be expected of our feeble but aspiring race.

Regional Library Training Courses

By CHARLES E. RUSH,
Librarian, Indianapolis Public Library.*

THE Board of Education for Librarianship has undertaken an intensive, systematic study of all phases of the library training problem and is carefully investigating the extent to which existing agencies are meeting the needs of the profession.

In their survey, the agencies, known as library training classes, will receive thoughtful and sympathetic consideration. In fact, an intensive study of this field is now being directed by a sub-committee of the Board of Education on Training Class Problems.

One of the "findings" of the Temporary Library Training Board read in part as follows: "That the agencies now offering education for librarianship are unable to supply a sufficient number of persons to meet the demands." This finding is true, pathetically true, of conditions confronting us at this moment. But to solve effectively the problem we must think in terms of 1930 and 1935, as well as 1927. If the demands exceed the supply now, try to imagine what the conditions will be in five and ten years, with a continuance of the present growth of the library idea, the extension of its service into new fields and the increasing call for a wider diffusion of knowledge. It is safe to predict that in ten years the present total capacity of all library training agencies will be inadequate for the training demand in only one field, that of school library work. There may be acceptable excuses for inadequate facilities for today's needs, but there will be none within a decade. We confidently expect that future needs will be met.

But what of next year and the following one? Whence come most of our new recruits? Whence came the majority of those now holding library positions? Were they intelligently trained or even given preliminary instruction? Will the majority have such opportunities in two years or ten? If standards of training in library schools are raised, will they materially affect or benefit the great proportion of new entries in library work if adequate provision is not made for them? Will the efficiency of all library service change in any great degree until there are sufficient agencies to give elementary instruction to the overwhelming numbers who are now assuming the responsibilities of librarianship with no preliminary training?

* Paper read before the Training Class Section of the A. L. A. at Seattle, Wash., July, 1925.

Naturally, these questions confront us particularly in the field of the small and medium-sized library where limitations of salary, resources, or location make attendance at undergraduate library schools impossible in most cases. Our "average" American librarian serves in positions and in communities of this size, where skilled service is as important and opportunities are as rich as in the larger libraries, where trained service is less of a problem, tho not yet satisfactorily solved.

All of us recognize that the level of our standards must be raised, that additions are needed at the top, but we must not forget that the breaks in our dyke become wider and wider as they near the bottom, and that the mass of our appointees slip thru without ever seeing the doors of our training agencies. Some form of training must fill the gap between summer schools and apprentice courses, not only for the purpose of helping to supply the demand but also as a further definite step toward more highly specialized preparation.

I submit for consideration the following plan for regional library training courses to serve as local and district elementary training agencies; these courses to be organized in connection with approved libraries; open upon examination to those acceptable for college entrance who live within approved districts; limited to a maximum of thirty students and a minimum staff of three full time instructors, or their equivalent, with qualification requirements identical with those proposed for junior undergraduate library schools, and to offer a six-month's curriculum and a certificate for its successful completion.

In support of this suggestion which has been discussed at intervals for the past ten years, I also submit the following ten reasons for the organization of this particular form of training agency. They serve as a logical step in training between summer schools or apprentice classes and the undergraduate library schools; supply local and regional trained help for minor positions in the larger libraries and more important positions in small libraries of limited resources; offer advantage of supervised practice work in efficient departments and branches under trained and experienced instruction; aid recruiting of desirable applicants who are unable to leave home districts or cannot enter summer schools; and attract college trained people unable for the present to take a fifth year of advanced schooling in distant points. They serve as a natural selector and feeder for the undergraduate and graduate library schools; offer the much needed opportunity for previous experience before undertaking advanced training work; provide opportunity for exchange between libraries of assistants similarly trained and holding similar positions; stimulate increasing local interest in promoting library service; and promote greater local and regional interest in library work as a profession.

In his stimulating report on "Training for Library Service," Dr. Williamson states: "There would seem to be no good reason why the training class of a large library should not accept students from libraries in smaller adjacent towns and cities, charging a proper fee, to be paid not by the student, perhaps, but by the library benefited. In other situations a group of smaller libraries in the same neighborhood may conduct a training class co-operatively." This statement and accompanying arguments indicate the field and need for regional library training courses. But few who have had experience in administering library training classes will agree to his limitation of such classes to instruction in so-called "clerical" work, nor to the still further limited definition expressed by Mr. Reece in his excellent summary of "Some Possible Developments in Library Education." Both definitions cover only the apprentice class field. If handicapped under such limits, the proposed regional training course can offer no step in advance nor can it meet the demands of the largest group in library employment who need and desire elementary professional instruction.

The chief expressed criticism of this plan is the possibility of such a course becoming "inbred" thru over-emphasis of local conditions when training students for other institutions. Such a danger is possible, of course, but it can be avoided in a training course just as easily as in any of the advanced schools located in libraries, as most of them are and probably will be. Avoidance of this danger will depend upon local administration and the close supervision of the Board of Education.

To confine all professional instruction and inspiration only to those who have had full, or part-time, collegiate education will fall far short of elevating the standards in the average library. This instruction in elementary form can be so organized and presented in approved regions of the country that many of those otherwise unable to obtain it elsewhere can take the first step in advancement and at the same time increase their desire for further training. For a long, long time such library help and such instruction will be needed. It offers a progressive purposefulness in the attainment of desirable standards for the entire profession.

The 1924 list of Sixty Educational Books, prepared for the A. L. A. by the Youngstown Public Library, is arranged by subject and fully annotated. (12p. 15c.).

Hopscotch or Library Science?

By H. O. PARKINSON,

Librarian of the Stockton (Calif.) Public Library.*

THE subject, "Hopscotch or Library Science?" should not be confused or associated in any way with the bitter controversy which has been raging for the last four years between religion and science. That dispute has just recently been ended. I heard a preacher settle it the other day. He reasoned in this way: The monkey still exists and is therefore man's contemporary. It is plain that man can not descend from his contemporary. Therefore the most we can claim is that man and monkey have a *common* ancestry. If that is so, we must also admit that in the progress and development of the races, man has fared much the better of the two. So, if anyone has a right to complain, obviously it is the monkey.

That point thus disposed of, it is evident that there is little to be gained in re-opening the controversy. Consequently this paper will have no relationship whatever with the above subject, except insofar as the question of descent may have some remote bearing upon the habit of hopscotch. This all-absorbing pastime will be discussed briefly in two of its applications. First, in library routine:

It has been said that one reason why so many burglars get caught and don't prosper is because they fail to hold conventions and exchange up-to-date ideas. Apparently this is one way of distinguishing them from librarians—if it should ever come to that—as librarians are often found at conventions swapping ideas and even stories when occasion demands. But aside from this point of differentiation and possibly the additional fact that librarians are not as well paid, is it not true that the two professions do have much in common?

The vast majority of both followings lack adequate professional training. Both are accustomed to being hampered by low appropriations and high running expenses. Neither loses much time in filling out income tax returns. Both are apt to do their work hurriedly and under great pressure, often suffering for lack of time. But perhaps the most outstanding characteristic common to both is an instinctive antipathy and somewhat critical attitude towards an unreasonable use of chains.

We smile to think of the cast-iron precautions of medieval times when books were chained and padlocked to the shelves of a library. And yet in the present age we exert far more effort in the invention and keeping of records, checks, and counter-checks to secure a book in its place than we do in finding a reader for that book or in putting it in the hands of the reader once found. Instead of chains, we now have tape. As Don Marquis puts it, we clip off a dog's hair and then buy a blanket for him.

To illustrate: Observe the use of numerous checks and "safe-guards" in the making of ordinary book records. We have a copy number as a check against possible error in the accession number and an accession number of six digits to guard against error in a copy number of one digit. As a further precaution, both are duplicated in seven places—lest an error occur in one of the other six.

Next we spend six months taking inventory (some never quit) to prove that errors exist in both kinds of numbers. Once discovered, no matter how insignificant, we are under obligations to correct them—in seven places—in order to justify the efforts involved in making the discovery. Another stated purpose of this inventory is to determine what books are missing; and yet we already know, thru unfilled demands, what books are missing that anybody wants, and should not be over-concerned with what nobody wants.

In the meanwhile, some hundreds of volumes which had been recorded as lost and *de*-cataloged at the previous stock-taking and which we had thought we were rid of for all time, inconveniently reappear in their original stalls. (Presumably these volumes had been obtained by borrowers f.o.b. shelves and returned in the same manner, in an effort to cut down operating expense and to eliminate the profits of the middleman.) These books must now be *re*-cataloged. That completed and other necessary records revised, we are ready to commence the whole cycle over again.

It's fascinating, but is it service?

Much might be said in like manner concerning the shuttlecock machinery of our book-lending systems, often overloaded with super-precautionary "safe-guards." And again, the details of our registration procedure. Think of it! Children are required by law to attend the public schools, but when they voluntarily seek the public library, they are debarred from its use unless the formal consent and written guarantee of an adult can be obtained! In this instance "records" and "safe-guards" are emphasized at the sacrifice of a child's happiness—or shall we call it a sacrifice of *pre*-adult education?

*Paper read before Lending Section, A. L. A. Conference, Seattle, July, 1925.

I know of a good lady, a perfect housekeeper, if order and precaution are any indication, who has a beautifully polished dining room floor. In the dining room is a table. In order that the feet of the table may not scratch or mar this spotless floor, dainty little buffers are placed beneath them. Lest the table feet injure these buffers, pieces of neatly cut cardboard are inserted above the buffers. Meals are served in the kitchen.

Having thus convinced myself, at least, that much of library routine is of a hopscotch variety —whimsical, myopic, and without results other than the satisfaction derived from winning a game of solitaire, and that a larger portion of time could be better spent in getting books into action and making the library useful to the other seventy per cent of the population, we are now ready for the second half of this little critique—library publicity.

It has been said that libraries in their advertising lay too much stress on privileges and the lending of books, and not enough on the joy of reading. In other words, the product which we wish to distribute should be emphasized in the setting commonly associated with its use.

With this point in mind, the Stockton Public Library spent much effort, and even some money, in building up a miniature home-reading scene for the annual county fair which is normally attended by some sixty thousand people during the week. The scene was placed on a pedestal of library books, beneath which was the legend, "A happy family finds joy—in books. The library lends them free." All was worked out in nice proportions, with the old man sprawled on the couch, book in hand, the mother tilted back in a rocker, reading by the light of a floor lamp, and the children and dog on the floor poring over a picture book. The entire display, typifying joy and comfort, was illuminated but enclosed behind a screen and accessible only by way of three pseudo-confidential peep-holes.

On the second day of the fair, the local paper gave the following account of an official tabulation made by one of its reporters:

"The Stockton Library has a display behind three 'peep-holes,' one labelled 'For women,' one 'For men,' and one 'For children.' A count was kept yesterday for exactly five minutes. Three children used their own peep-hole. They couldn't reach the others. Seven women used their peep-hole. Four men and their wives looked jointly, each sex in its proper place. Eleven men, entirely unattached, looked, after a sheepish glance around—in the peep-hole labelled 'For women.' All three views are of the same thing."

Encouraged by these statistics, which seemed to indicate that our exhibit was doing its work, but with the hope of recording facts of a more scientific nature, the librarian later stationed himself incognito within hearing distance of the line of gazers. During this period, approximately one hundred prospective library readers, many of them promising candidates for adult education, flattened their noses against the protecting wall beneath the three peep-holes. Many exclamations of charm and rapture were overheard, but not one remark which displayed any recognition of the purpose of the exhibit, or associated it in any way with the public library or the reading of books. A week later, one of these individuals did come into the library to inquire why the library had not had an exhibit at the fair this year.

"It's pretty, but is it art?"

This instance is cited as it seems to me typical of the great mass and jumble of uncorrelated, haphazard, one-legged publicity methods of individual libraries everywhere.

Why not co-operative library publicity directed by a central organization? Theoretically, at least, libraries should profit even more than other forms of professional or business service in the use of national advertising thru popular circulating mediums. If competitive book publishers and booksellers find it works, why should not non-competitive book distributors? Each library, to a large extent, has goods to offer identical with those of all other libraries and therein has a unique advantage in the use of co-operative publicity. Would not the total amount of money now being spent by individual libraries on amateur, sporadic methods have far greater and more widely extended results if applied jointly to concerted, national publicity?

As has been aptly stated by one of our number: "One reason why librarians make so small a dent in the public consciousness is because not enough of us come down on the same spot at the same time."

In the interest of bigger and better dents, could we not at least land on both feet at the same time? If so, that other foot must be coaxed from its "splendid isolation" at the risk of violating one of the earliest, as well as the latest of fashions—library hopscotch.

Revision of two chapters of the A. L. A. Manual of Library Economy have just been issued. These are Book Selection (Chapter 16), by Elva L. Bascom, of the Department of Library Science, University of Texas, and instructor-elect in cataloging at the Carnegie Library School of Pittsburgh; and Classification, by Corinne Bacon. (25 cents each).

Seattle Conference Group Meetings

Agricultural Libraries

CALLED to order on July 6th by the chairman, Mary G. Lacy, the meeting of the Agricultural Libraries Section was devoted to a symposium on "A Program for Agricultural Library Work." The Chairman introduced the subject by saying that the agricultural librarians have a definite responsibility toward the development of the long-time agricultural programs now being formulated by the various states. The librarian must be constructive and develop initiative in addition to performing routine. It is necessary to know the vocabulary of agriculture, and its contributory sciences. As a means to this end, there was presented a short list of books compiled by Miss E. Lucy Ogden, former librarian of the Office of Experiment Stations, U. S. Department of Agriculture. They were: "Main Currents of Zoology," by William A. Locy; "Civilization and the Microbe," by Arthur I. Kendall; "Outline of the History of Phytopathology," by Herbert H. Whetzell; "Eminent Chemists of Our Time," by Benjamin Harrow; "Farmers of Forty Centuries," by Franklin H. King; "Life of Pasteur," by René Vallery-Radot; "From the Letter Files of S. W. Johnson"; "Autobiography of a Farm Boy," by Isaac P. Roberts; "Cotton as a World Power," by James A. B. Scherer. Next was developed the need for close relationships with every group of the college or university. Under the head of technique of co-operation was proposed the interchange of bibliographies, the possibility of a monthly mimeographed letter, printing of cards for experiment station bulletins, and the compilation of a list of state agencies collecting and publishing agricultural statistics. This last project has already been begun. A committee was appointed to further it, with the possibility of eventual publication by the U. S. Department of Agriculture.

Lucia Haley, of the Oregon State College Library, opened the discussion. She spoke of the completion of the handbook on the arrangement of small agricultural libraries, the problem of duplicate magazines, rendering accessible the mimeographed series issued by government agencies, encouragement of cultural reading, and the building up of specialized collections. Miss Davis, of the Kansas State Agricultural College Library, then spoke, dealing mainly with work with students, and the excellent progress made by the college of the air in broadcasting courses by radio. Lillian George, of the Normal School Library at Bellingham, suggested, as distributing agents for agricultural information, the agricultural experiment station workers.

A paper on farm prices prior to 1910, prepared by Mr. C. F. Sarle, of the Bureau of Agricultural Economics, was read in part by the Chairman. Mr. Sarle's paper will appear later in the LIBRARY JOURNAL. The report of the Committee on the *Agricultural Index*, 1924-25, was read to the effect that the index is saved and its continuance probably assured for the next three years at least.

A letter from Claribel Barnett called attention to the report of the A. L. A. committee on the Eunice Rockwood Oberly Memorial fund, announcing the first award. It is her hope that many will compete for the next award to be made two years from last December.

It was voted that the responsibility for putting thru the work on printing cards for experiment station bulletins be turned over to Miss Barnett; that the preparation of the handbook of small agricultural colleges be revived, and Miss Barnett urged to make an effort to obtain suitable assistance for its accomplishment; and that the Section go on record as recommending that a list of mimeographed material be issued from the Department of Agriculture, and other departments.

The Chairman announced that the standardization of bulletin covers had been pretty well cared for, and that now the committee on this matter had turned into a committee on the use of the frank.

Lucy M. Lewis, librarian of Oregon Agricultural College, was elected chairman, and Mary G. Lacy, librarian of ths Bureau of Agricultural Economics, U. S. Department of Agriculture, secretary.

CORABEL BIEN, *Secretary*.

Art Reference

THE second meeting of the Art Reference Round Table was held with Blanche K. S. Wappat of the Carnegie Institute of Technology of Pittsburgh, presiding, and ninety-five present. Mrs. Wappat gave a brief history of the organization of the Art Reference Round Table and suggested two lines of activity: the publication of helpful lists and articles in library periodicals and greater publicity for the art departments of the libraries.

Annie Hornsby Calhoun of Seattle read a paper on "Art Advertising and Advertising Art," sketching the methods of interesting the public, even the so-called practical man, in the art department, by supplying the information

that he needs, be he manufacturer, importer, builder or designer. Effaline King's paper told of the methods of publicity used both inside and outside of the library.

Gladys Caldwell of Los Angeles spoke on the Los Angeles library and the motion picture studios. The studios are developing their own research departments. They collect great quantities of material which is charged to the picture being filmed, but this does not supply all their needs, and the library helps out. The smaller companies, especially, depend upon the library. She instanced certain popular pictures, pointing out how they had come to life out of books.

Susan A. Hutchinson, of the Brooklyn Museum Library, presented a list of art books which have proved useful. She chose especially practical books on design, costume, peasant art, interior decoration, posters and modern art and illustrated her talk with sample plates from the books.

The desirability of an enlarged edition of Shepherd's "Index to Illustrations" was discussed favorably. Marie A. Todd's paper "The Picture Collection" digested the answers to a questionnaire sent out to art departments of forty libraries. Practical methods for mounting pictures were described and the best mounts to be used were shown.

"How Newark is Rearranging its Picture Collection," by Alice Wilde, told how this collection, numbering between 500,000 and 600,000 items is now being arranged in a self-indexing alphabetical file to suit the needs of schools, designers and other art workers. The broad subject with subdivisions is proving most useful, grouping material rather than scattering it thru the file under its specific head. A list of the subjects used was appended to the paper.

Officers elected: Antoinette Douglas, St. Louis Public Library, chairman; and Ruth Wilcox, Cleveland Public Library, secretary.

ALICE PERSIS BIXBY, *Secretary pro-tem.*

Business Librarians

ADULT education in business libraries was the topic of the talk made by L. Elsa Loeber, chairman of the round table, at the first meeting of the Business Librarians Round Table held July 6. This paper by Miss Loeber, who is librarian of the New York State Chamber of Commerce, New York City, is to be published in the *Christian Science Monitor*. There are two distinct classes in a large business organization which the library serves, she said, first the executives, men with wide experience and knowledge, and, in many cases, with college or university training; second, the mass of employees, men and women in the more or less routine work of the concern and with usually not more than a secondary school education. For the first class the librarian analyzes and digests all material which will keep the executive abreast with developments in his specialty; for the second, education must be given "in small doses and in sugar-coated form. . . . Interesting articles, brief but attractive analyses of special subjects, short and interesting reading lists, suggestions about evening courses, correspondence courses and lectures—any of these presented at the right time and in the right way may bring about the desired result." The library of the Metropolitan Life Insurance Company of New York has over 6,000 registered members and an average monthly circulation of about 12,000 from a collection of 60,000 volumes. W. T. Grant and Company, a firm operating a chain of department stores thruout the New England and Middle Western States, has a library under the direction of Miss Grace Aikenhead which keeps in touch with company employees all over the country. Miss Loeber also described the work of her own library, the patronage of which is of one class—the business executive.

"Filing of Printed Material in Business Libraries" was considered by Virginia Fairfax, of New Orleans, following a discussion of "Education for Business Librarians" by W. E. Henry, of Seattle, and Josephine A. Rathbone, of Brooklyn. Eternal vigilance in acquiring the latest information, discrimination in selecting and keeping, both requiring the oversight of a trained person, were the policies she recommended. The average business man or salesman must be weaned from his preference for decimal or numeric classifications to the use of the alphabetic subject method. Miss Fairfax gave much practical advice on the choice of files and folders and the preparation of material for an alphabetic subject file. Every piece of material must be assigned a definite subject and marked for identification. Cutter numbers are advocated because of their compactness and abbreviated marking, which is preferable to writing out a long subject name.

At the meeting on July 9, Alta B. Claflin, librarian of the Federal Reserve Bank of Cleveland, considered "Routing and Digesting of Material for Executives." Many of the larger libraries issue mimeographed sheets daily containing digests of all the daily news items of importance, in preference to circulating the actual newspaper clippings. Expensive daily and weekly services, including such investment services as Babson's, Brookmire's, and Moody's, and the trade services such as the Federal Trade Information Service and the Standard Daily Trade Service are usually subscribed for solely

for the benefit of the higher executives. In the case of magazines, it is better to require that every copy be returned to the library after each issue instead of routing them from one official to another according to the list of names attached. To extend the periodical service to the whole organization, or at least to all members of it who have any desire to carry on professional reading, almost all business libraries issue weekly, bi-weekly, or monthly bulletins calling attention to all current articles of professional interest appearing within the period.

Book talks, a library column in the house organ, and posters were some of the methods of advertising library service in a business organization suggested by Alma C. Mitchill, Public Service Corporation of New Jersey Library, Newark. The Public Service Library issues a bulletin every day except Saturday for officials and department heads. Separate books and magazine articles are marked and put on the desk of the official likely to be interested. A monthly bulletin calling attention to association conventions or meetings held during the coming month is another way of interesting the individual. A list of the papers to be presented at these meetings can be listed and later secured if they do not appear in the technical press. Papers presented at such conventions generally contain the latest data on business and engineering subjects.

Catalog Section

ONE general session and two round table meetings were held by the Catalog Section. The general session was held July 6, Philip S. Goulding, chairman, presiding.

The directory committee, Eliza Lamb, chairman, reported that a list of catalogers was printed in the May 1 number of the LIBRARY JOURNAL. There are 360 names on file. The committee emphasizes the fact that registrations should be made on catalog cards and should give name, address, position, education, training, experience, special line of work and publications. Franklin F. Hopper's report as chairman of the Committee on an Index to Song Collections stated that the H. W. Wilson Company have been at work for some months on the index, and tho it is impossible to give more than an approximate date for finishing the work, they hope to have copy ready by late fall.

Mrs. Jennie T. Jennings, as chairman of the Committee on Formation of Regional Groups reported that flourishing groups had been established in Buffalo, Chicago, Indianapolis, and that in Ohio two groups were functioning: the Western Reserve catalogers and the Ohio Valley catalogers. Other parts of the country, chiefly because of too few catalogers or too great distances between them, were planning meetings in connection with their state or regional conferences. These were the Pacific Northwest, the Southern district, Missouri, Colorado, and Council Bluffs and Omaha. The following were hoping soon to establish groups: Syracuse, Troy and Albany, Philadelphia; Wisconsin, three groups—Ashland, Superior and Duluth, Minn., the region about Madison and that about Milwaukee; Southern Michigan with Detroit as a nucleus; Southern Illinois, Northern Indiana.

The remainder of the program was a joint session with the Business Librarians group. Mary P. Billingsley, Librarian, Federal Reserve Bank library, Kansas City, presented a paper on "Problems of Classification and Administration in Special Libraries." Several classification schemes for business libraries were outlined, notably Fremont Rider's "Tentative Decimal Classification and System of Subject Headings for the Literature of Business" and Julia E. Elliott's "Business Library Classification." A. L. A. Manual series, no. 25,—"Pamphlets and Minor Library Material"—published in 1910, is still the best treatment. Miss Billingsley closed with an earnest plea for instruction in library schools and elsewhere on the use of vertical files.

"Classification Problems of Industrial Research Libraries," by Julian F. Smith, technical librarian, the B. F. Goodrich Co., Akron, Ohio, outlined a plan for the expansion andadaptation of classification schemes as applied to special libraries. He urged an arrangement whereby the library associations would act as intermediaries between the special libraries and the classification authorities, whether Dewey or the Library of Congress, who might be induced to issue special sheets or at least give advice on expansions. Mr. Smith emphasized the fact that the lag between the advance of human knowledge and the advance of classification schemes is growing too large.

A round table on classification was held July 8. The introductory paper on "Classification in General, the Work of the Classification Committee, and the John Crerar Library's own Contribution to Library Classification," was presented by Clement W. Andrews, the John Crerar Library, Chicago. The A. L. A. Committee on Classification has as one important function advisory work on the relations of new subjects not provided for in existing schemes: another, a plan for printing the D. C. numbers on L. C. cards. As an alternative to this plan the Committee is proposing a brief key to the L. C. Classification in terms of the Decimal Classification. Dr. Andrews has reached the conclusion after thirty years' experience on the

staff of the John Crerar Library that at his library and at similar libraries the Decimal Classification is more feasible, and believes that the L. C. classification, tho more modern, can be no more up to date in its schemes than the D. C. Allusion was made to the adoption in the Library of Congress schemes of the alphabetical arrangement in continuation of the numerical. A description of the rather individual system of the John Crerar catalog which consists of three parts was given: "In this arrangement the titles are first arranged alphabetically by authors and then classed by subjects; but a third part is added which is not only an alphabetical index to the subjects but contains the titles on these subjects which are most advantageously consulted under an alphabetical arrangement." This enables the user to secure the most recent work on any given subject and of course is provided with references to facilitate the securing of related material. Dr. Andrews then alluded to their extensive use of time numbers in numerous classes and the combination of topographical and logical elements. "An entirely new plan was adopted; namely, the adoption of the Decimal classification to three or four figures as a subsidiary to the topographical classification of sections 940-999." Under this plan the history number is followed by a brief D. C. number for the subject in hand, whether water supply, administration or zoology—a scheme which might be worth trying by libraries desiring to keep all material on one city together.

Dr. Andrews presented the following resolution:

Whereas, in the opinion of the Catalog Section the addition of Decimal classification numbers to the printed cards of the Library of Congress would increase greatly their usefulness to many libraries and would be a real economy in the administration of their libraries:

Resolved, that the Section ask the Council to consider the matter and to take such steps to secure the desired result as may be approved by them.

The resolution was adopted and presented to the Council.

An informal discussion followed. Alice Charlton of the University of California library at Berkeley finds the L. C. classification system very satisfactory. Tho it may seem a little difficult to learn yet the pages and students have no more trouble with it than with the D. C. It can be taken practically as it is and additions do not have to be made so rapidly as in the D. C. The library is being reclassified from a system somewhat similar to the D. C., and all books in a class not officially opened go thru the old class and are changed later. It was decided in the beginning to omit certain sections of the L. C. classification, *e. g.* political and diplomatic history, but it has proven disadvantageous, and Miss Charlton advises against any omissions even in small libraries. Among the disadvantages of the L. C. classification Miss Charlton spoke of the distinction made between the theoretical and the practical sides. Nathaniel L. Goodrich of Dartmouth College changed his library from an antiquated form of Cutter by translating the L. C. classification into D. C. numbers. He stated that if the Decimal classification is going to survive it is necessary to get out tentative classifications. Dr. Andrews urged the same procedure, namely to issue schemes in sections as had been done in the case of 658.

Mrs. Jennings said that at St. Paul, everything having been destroyed by fire, their library changed to the L. C. classification and put the work thru much more quickly than if they had had to work out Dewey numbers. They had the departmental system as at Cleveland and found the L. C. classification satisfactory.

A brief statement on the Code for Classifiers by William Stetson Merrill of the Newberry Library, Chicago, was read. Mr. Merrill alluded to the tentative issue of the Code in 1914 by the University of Illinois and stated that the present situation seems to be that the rules thus far made ready for the printer follow chiefly the principles covered by the Newberry library; namely, literature and history. Until Mr. Merrill receives co-operation from other libraries in science, technology and art, the publication must be delayed.

The closing paper was by Nancy H. Todd on Reclassification in the Indianapolis Public Library.

The Indianapolis library was one of the very few to use the old Poole classification. In January, 1918, when the library had grown to 200,000 books, the D. C. system was introduced. The library has now reclassified all the books in certain special departments. In the seven years of work, about 52,000 volumes have been recataloged, leaving about 57,000 more, which will be handled at about the rate of 8,000 volumes per year.

A Round Table on Problems of Small Libraries was also held on Friday. A paper by Susan Grey Akers, University of Wisconsin Library School, entitled "Simple Cataloging of Popular State Documents," considered only documents of representative types which are commonly found in small libraries.

Alice B. Story of Marshalltown, Ia., sent a paper on "When and How Much to Analyze."

One should not duplicate work already done. The Smithsonian reports which are indexed in *Readers' Guide* should not be analyzed. Well known short stories and plays, if not indexed elsewhere, should be analyzed, as should books of collective biography and literary criticisms. Personal biographies and travel books are often rich in material which will be lost unless analyzed closely. For instance, Powell's "By Camel and Car to the Peacock Throne" has material on the oil industries of Persia useful for one looking up material on oil or on Persia.

Considerable discussion followed. Mr. Goulding felt that even tho material was indexed, it should also be brought out in the catalog. The patron does not know the indexes, and the catalog should be the place where he may find the entire resources of the library. Mr. Getchell of the Illinois University library said that analytics were in the future to be used more freely there, and it was brought out that the Chicago Public Library analyzes quite fully.

Anna G. Hall of Pendleton, Oregon, gave an informal talk on "Keeping the Catalog up to Date." Obsolete headings should be changed; for instance, Telegraph and Telephone, Wireless to Radio; certain non-essentials might be eliminated; *see also* references are seldom as useful as we think, and we might better make extra subjects; author's dates and full names are rarely important; we should spend our time making more title cards, more analytics and more subject headings. In conclusion Miss Hall stated that it is always an advantage to have catalogers work a part of the time with the public, and it is well worth while to arouse the interest and pride of the whole staff in keeping the catalog alive.

Mary E. Hyde, associate professor of library science, Simmons College, was elected chairman and Linn R. Blanchard, head cataloger, Princeton University, secretary for the coming year.

LENA V. BROWNELL, *Secretary*...

Children's Librarians

A ROOM was set apart at the Olympic Hotel as headquarters of the Children's Librarians' Section and proved to be a popular place for meeting. The model exhibit of books which had traveled so extensively during the year was attractively displayed on shelves loaned by the Library Bureau. Posters, reading lists, and scrap books for various departments were other interesting features.

Five hundred people attended the two sessions on July 6 and 9. "Children's Work in Relation to Adult Education" was the general topic for the first morning, and was first discussed by Mrs. Gladys S. Case, of Los Angeles.

Effie L. Power, of Cleveland, showed that the chief obligation of children's librarians to adult education is to create a demand for it by the quality of their work during the educational period of youth. Children's librarians should have a wider and more intimate contact with the family life of a city than any other group of library workers. The children's room is more homelike and less forbidding to timid people, especially the foreign-born, than the general library rooms. Miss Power said in part, "We need a theory which can be illustrated in terms of methods and results, for the purpose of unifying present day children's work and for purposes of training children's librarians. Studying this problem from the viewpoint of our work in Cleveland, to solve it we need senior high school libraries, junior high school libraries, a few separate rooms similar to the Stevenson Room at the Main Library, a liberal sprinkling of adult books in the children's rooms' collections, some juvenile books in the adult collections used by young people (possibly on closed shelves) and a sufficient number of librarians trained in both children's work and general work for personal service in all children's rooms, school libraries, the Popular Library at Main and in the branches. Added to this there should be some type of centralized supervision provided and a follow-up developed.

"All this sounds like a large order, but we have achieved it in part. The Stevenson Room is an experimental room administered by the School Department for readers of senior high school age. It adjoins the Lewis Carroll Room for children and there is a friendly open door between. A library committee is at work preparing lists of adult books for young people's general reading for use in the branches and elsewhere. In co-operation with the schools we have also prepared graded lists chiefly juvenile but including some adult books. The school department is also working on a card system by means of which it expects to follow the students from the junior and senior high school libraries and note their use of the general library branches after their school days are over."

A striking dramatization of the essential difference between desirable and undesirable children's books was described by Nellie Williams, secretary of the Nebraska Public Library Commission, at the second session, at which the general topic was "Children as Book Readers and Book Borrowers."

Feeling the urgency of great care in the selection of children's books, a letter was sent by the Commission to the librarians of the state. In this letter were listed representative types of books which were felt not worthy of a place on

the shelves. Each librarian was asked if these books were in her library. If so, a loan to the Commission of one copy each of the most popular was requested. If the library did not have or circulate these or similar books, the librarian was asked so to state, giving her reasons for not including them. The purpose of asking this loan was to visualize by an exhibit undesirable and desirable children's books. To do this Miss Williams built two houses. The one house made of the borrowed books was built upon sand. The other house built upon a foundation of marble was made of books which will stand the test. Many letters also came. These letters were strong in expression against books lacking literary merit, against books of the interminable series variety, against the buying of books which are not on authoritative lists. A number of librarians admitted placing upon the shelves books which they do not approve because they find it difficult to refuse to circulate the gifts of well-intentioned donors.

The book houses were shown at an institute conducted by the Commission held in connection with the N. L. A. meeting, a fair proportion of the librarians of the state thus seeing it. On the house of undesirable books a notice was posted which read "This house will be wrecked Friday morning. Submit bids for the wreckage." No bids were received, altho one librarian asked to move the house to her library for exhibit use.

"Children and Poetry" was the subject of a paper of value and literary charm by Margery Doud, of St. Louis. "Very often people dislike poetry because of the way it is taught in some schools. Many teachers extract all the magic and illusiveness from poetry in their teaching of it, and it is the rare few who, by interpretation, make it the more beautiful and full of meaning. . . There is a preventative opportunity here for librarians, and to seize it they must saturate children with poetry to the point of invulnerability before the wrong kind of adult educator can begin his destructive work.

"We have tried to convey to the children, delicately, but with force, the idea that poetry is something to love without any thought of school rooms or marks or so-many-lines-by-the-day-for-a-gold-star! We cannot guarantee to the children who come to our libraries that the apparent world will not be dull for them, but we can give them a hint of an inexhaustible world of their own.

"Our experience with a poetry hour for small children proved that they like simple, concrete poems with lots of rhyme and music. They like the kind of verse that Ralph Bergengren writes, and A. A. Milne, and Rose Fyleman. They read to tatters Mother Goose and Stevenson's 'Child's Garden of Verses,' and they ask repeatedly for 'Wynken, Blynken and Nod,' 'Seein' Things at Night,' and Riley's 'Little Orphant Annie.'" Blake, Christina Rossetti, and the Cary sisters bored Miss Doud's young auditors.

Books on education, child psychology, professional magazines, book lists and an occasional fillip of *Life* and Ring Lardner were recommended by Susan T. Smith, of Sacramento, as outside reading for the children's librarian. Rapid transit, moving pictures and radio have brought about changes in the world which the children's librarian must meet in her choice of new books, recognizing and accepting the modern note whenever it appears. Reading these to get their flavor is one of the first duties in her outside reading. Obviously she cannot read them all, but must depend upon the opinions of those competent to evaluate. There are many other outside interests which she may take up—the study of vocations so as to be able to advise older boys and girls, ornament and design for the posters to be made, publicity writing for the newspapers, etc.

At the conclusion the section repaired to a beautiful spot on the university campus for the presentation of the Newbery medal to Charles J. Finger (see the July LIBRARY JOURNAL, p. 590).

The business meeting was held July 10. Alice I. Hazeltine, chairman of the Book Evaluation Committee, reported that conference with the Commissioner of Education and Miss Fox, the compiler of the list "Sixty Selected Stories for Boys and Girls," and with Miss Lombard, junior specialist in Home Education, resulted in the promise that a new edition of the list would soon appear without the headings and grading found in the old edition. The Chairman asked the Commissioner of Education whether the Bureau of Education would be willing to consider the publication of a new list of books suitable for recommendation, compiled by children's librarians as best reading for boys and girls. This suggestion has been adopted by the Bureau, and the Committee has been asked to co-operate in making a list of forty books that every boy and girl should read before they are sixteen years of age. The Committee expressed approval of the idea that the Section urge the appointment of a children's librarian for each state.

The report of the Book Production committee was read by the chairman, Elva S. Smith. A preliminary list of out of print books was compiled and referred to the consideration of the various publishers concerned. In a few cases it was found that the publishers had already decided to reissue provided they were assured of adequate support from public and school libraries. In response to notice concerning

these books printed in LIBRARY JOURNAL and *Public Libraries*, a sufficient demand was received to warrant the republication of five books. The need of duplication of pictures in especially illustrated books for use in bulletin work and for circulation was presented to the publishers. The David McKay Company is the only one which has as yet made a definite proposition. A list of a few of their books for which sets of illustrations may be obtained was printed in the LIBRARY JOURNAL for June 1, and in *Public Libraries* for July.

The Committee on Training, said the chairman, Effie L. Power, had offered its services to the A. L. A. Board of Education for Librarianship. Some advice has been requested of the chairman of the Children's Librarians' Section and of a few members of the committee individually, but the committee as a whole has not been called upon. Of its own initiative it investigated the courses in children's work being given in connection with the general courses in accredited library schools, and sent a letter to the Committee in Recruiting for Library Service under date of May 11, setting forth the obstacles in recruiting and advantages of library work with children. On May 16 the Chairman sent a questionnaire to members of the committee based in part on material presented for discussion at an open meeting of the Board of Education for Librarianship at the A. L. A. midwinter meeting in Chicago. In answer to this the general opinion was that book selection hours are inadequate. Several suggestive outlines were submitted cutting History of Libraries, Reference and Bibliography, Cataloging, Classification, etc., and adding book selection hours. The opinion of the members seemed to be that the course of study outlined is not sufficient for the granting of a children's librarian's certificate.

Resolutions were approved stating that all lists originally prepared by the Children's Section of the A. L. A. which are to be revised or reprinted should be referred back to the chairman of the section holding office at the time of revision; that the new bulletin issued by the chairman is a forward step in the promotion of closer relationship between the work and members of the section worthy of continuation; that a request be sent to the President of the A. L. A. for the year 1925-26 on behalf of the Children's Librarians' Section that library work with children be represented in the program of a general session; and that the conflict in the time of meeting of the Children's Librarians' Section, the School Librarians' Section and the Professional Training Section be presented to Headquarters for consideration in preparation of the 1926 program.

Officers for 1925-26: Chairman, Nina Brotherton, Carnegie Library of Pittsburgh; vice-chairman, Estelle Slaven, Ohio State Library, Columbus, Ohio; secretary, Ruth Overman, Chief Assistant, Children's Dept., St. Louis; treasurer, M. Ethel Bubb, Washington (D. C.) Public Library.

College and Reference

THE future reference library, its administration and bibliographic needs, was the topic of interest at the meeting of this section, with the chairman, Edith M. Coulter, University of California, presiding.

DEPARTMENT ORGANIZATION AT CLEVELAND

Marilla W. Freeman, of the Cleveland (O.) Public Library, spoke of the latter's divisional plan of reference work. While for the last eleven years or more it has been the practice of the Main Library to divide its work in this manner, it is only in the brief period since the dedication of the new building last May, that the plan has had a chance to be tested by operation on several floors of a monumental building. Four floors of the new structure are now devoted to this purpose, the divisions of which are: General reference; Periodical; Newspaper; the John Griswold White Collection of Folklore and Orientalia; Loan division; "Popular Library" (fiction in English, with small groups of popular classed books from other divisions); Literature; Foreign literature; Sociology; Philosophy and religion; Science and technology; History (including travel and biography); and Fine arts. Each of these departments does reference and loan work jointly. Each division has its own catalog and contains both the reference and circulating books on the subject. Likewise, each division has its own special quarters and administrative staff. Related divisions are, as much as possible, placed near each other. The head of each division is expected to be an expert in his particular field and one who is interested in increasing his knowledge by further study. Books are on open shelves and the reader has the advantage of direct access to the great resources of a large library along with the service of experts and research specialists. The divisions of more popular appeal—Periodical, General reference, Literature and Foreign literature, the "Popular Library," and the Loan division are most easily accessible on the main floor. Of these the Periodical Room, "Brett Memorial Hall," is the central feature around which the rest are grouped. The only division of the Main Library not in the library building is the Municipal Reference Library, which is in the City Hall three blocks distant. These various divisions are administered by a staff

consisting of the librarian of Main Library and first assistant, and a cabinet of the fifteen division heads. In addition, the staff contains one hundred and fifty assistants, including some sixty pages. Frequent staff meetings serve to co-ordinate work of the various departments.

At a general information desk in the lobby the reader first states his wants and is referred to the particular division where his type of question can best be answered. He is requested to report back whether he has found just the information he sought. There is to be a reader's adviser to be consulted for guidance to reading in any field and to supervise the issuance of special reading lists. The persons who fill posts at general information desk or as reader's adviser must be "super-men" and "super-women," because of many qualities required in such an official if he or she is to be both efficient and gracious. Inquirers for a special book or for material on a special subject are sent directly to the special division. Where inquiry can only be met by material from several divisions, all material is assembled in one for the convenience of the reader.

The system has the advantage of the division of knowledge into manageable portions and of the service of experts both in use of books and in their acquisition, and is most likely to gain the confidence and respect of the readers. Its weaknesses lie chiefly in the fact that complete specialization has not yet been achieved. Difficulties in classification and shelving are also met, because no system of book arrangement is absolutely satisfactory. But it is felt that the twelve years' test given this plan in Cleveland has proved its value.

Specializing in Reference Work

In a paper entitled "A Suggested Plan for Specialization in Reference Work," Nella J. Martin of the University of California Library made particular mention of two previous papers on this subject by Messrs. Carlton and Johnston. Mr. Carlton spoke of the reference librarian as one having command of several foreign languages and title-page acquaintance with others and being in a position to satisfy a wide curiosity. Mr. Johnston stressed the point that the university librarian should devote much attention to additional study and that colleges would soon demand additional study of members of their library staffs. Time should be allowed staff members to devote to such study. The chief obstacle has always been lack of understanding and want of appreciation on the part of university and college authorities. Another has been indifference among librarians. Still another difficulty has been the lack of a graded service, as all are called librarians whether clerks or experts.

Discussion brought out the comment that the ultimate goal of the university library would be reached when the library staff was compared by the faculty to a battery of expert reference librarians. While difficult to effect, this is the only way to combat the doubtful experiment of departmental libraries. Such a plan may require special architectural treatment, such as has been given the new building of the Cleveland Public Library.

Bibliographic Needs

Dr. Pierce Butler of the Newberry Library mentioned some bibliographic needs in literature, suggesting four special fields in which bibliographic manuals are badly needed. These are: (1) a guide to Migne's "Patrologia"; (2) an index to the various collections of English plays; (3) a guide to collections of printed family papers; (4) a guide to printed diaries.

Edward D. Tweedell's paper on "Bibliographic Needs in Science" emphasized especially the need of guides to current periodical matter in the field of the sciences. The Committee on Intellectual Co-operation of the League of Nations has just satisfied a great need by the publication of a list of journals publishing abstracts. Its 233 pages list 1002 journals, and includes various library publications because of their book notes. *Chemical Abstracts* was cited as an example of a satisfactory guide to material on a certain field. Annual cumulations, and five-year and ten-year indexes are necessary to make such journals most effective. Such publications are very expensive and hard to finance in fields where science is used but little in a commercial way. In chemistry it has been possible to do things almost impossible in fields of astronomy, mathematics, geology and paleontology. The Concilium Bibliographicum (Zurich) and the International Catalogue of Scientific Literature should be preserved, if at all possible.

John Boynton Kaiser's paper on "Bibliographies in Preparation," delayed in the mails, was not available for the meeting. It will be printed in full later in the LIBRARY JOURNAL.

A resolution was adopted that the section "request the Secretary of the A. L. A. to take such steps as he deems expedient to call the attention of publishers to the importance of having authors give Christian name or initials of writers cited in footnotes or elsewhere in their books."

It was voted that "beginning with 1926 the dues of the section be raised from fifty cents to a dollar, and that at the discretion of the Board of Managers of the section a sum may be appropriated for bibliographical publication with the understanding that the balance in the treasury may never be lower than $50."

Officers: chairman, Dr. H. B. Van Hoesen, Princeton University Library; secretary-treasurer, James A. McMillen, Washington University Library.

JAMES A. MCMILLEN, *Secretary-Treasurer.*

County Libraries Round Table

THE County Library Round Table, begun in the Chemical Engineering Building of the University of Washington, ended in the Highway Engineering building, equipped with a moving picture machine necessary for Miss Hadden's talk.

The papers were varied in topic and held the interest of the hearers from beginning to end. Corinne A. Metz of Fort Wayne and Allen County, Indiana, who has had experience in both the east and the west, gave a paper on her opinions of the developments of county libraries based on her work in three county libraries. Her paper showed a broad view and a liberal mind. With all the diversities of problems in the east and in the west she found many that were similar. This paper will be printed in the A. L. A. *Proceedings.*

Eleanor Stephens, state library organizer for Washington, gave a vivid paper on the difficulties met when working toward a county library law, showing with conclusive figures the need of a county library system in Washington for the extension of adult education.

Mildred Brown of Camden County, New Jersey, told of the energetic campaign waged prior to the election for the establishment of the county library. In New Jersey a vote of the people is necessary before a county library may be established. This means that when a county is ready for organization the people are in a receptive mood due to the publicity attached to the campaign. With it all the establishment is slow and without an enthusiastic paid organizer, whose personality has won the confidence of the people, organizing thruout the State would be practically impossible.

Everett County in Washington and Multnomah County, Oregon, had book wagons on exhibition, which attracted considerable interest. According to those who are in the work, a library with limited funds can carry on more economic service with the book-wagons than with the established stations and untrained custodians. With the book-wagon service, one trained assistant can do the work of perhaps five or six scattered custodians with their fixed stations. Contact with those who would otherwise never become acquainted with the library is made possible thru the visits of the book-wagons.

The method of co-operation with national organizations in rural America was discussed and a suggestion made that the A. L. A. give the County Library Round Table the authority to meet with these organizations during their national conferences.

Miss Hadden, of Monterey County, showed views of some unique branches in several counties in California. The moving pictures told of a visit on horseback and pack animal into the remote regions of Monterey County where wagon roads are unknown. When one realizes that this library service is practically the only contact these people have with the outside world, even tho Monterey County lies just south of San Francisco, one wonders that such conditions exist but a few miles from the busy centers of civilization.

ANNE BELL BAILEY, *Secretary.*

Hospital Work

HOSPITAL librarians held their meeting on the first afternoon of Conference Week, with about fifty present, a very fair number considering that the lobby of the Olympic was full of librarians waiting to be assigned rooms, and others arriving by every boat and train. Of those present, several were in the Government service, quite a few were doing work in connection with the public library, but the majority came because they were interested and wanted to start hospital service in their own cities.

Miss Soule's most delightful talk on the History of Nursing, carrying it back to the beginnings of civilization, was followed by Miss Elizabeth Pomeroy's report of the wonderful work being done in the U. S. Veterans' Bureau hospitals and Miss McCardle's inspiring paper on the future of public library hospital service. General discussion of the ways and means of hospital service followed.

At the request of a few who did not arrive in time for the meeting a well attended round table was held on Friday. Miss Perrie Jones' paper on the cost of public library hospital service was read and the rest of the time was spent in the discussion of such questions as: Shall we wear a uniform? What part should the hospital bear in financing the library service? Is volunteer help successful? What is the best way to retrieve stray books?

The results of the meeting showed a very widespread interest in hospital library work. The greatest need, in almost every case, seems to be a better organization of the work. The hospital service in any large city is worthy of being made a separate department, not just a side issue of the circulation or branch department. It should have its own trained workers, its own book collection, and its own budget.

Given these, the results will surprise and delight the librarian who undertakes hospital service.

ELVA B. BAILEY, *Acting Chairman.*

Lending Section

AT the meeting of the Lending Section the guns of adult education were turned a little toward librarians themselves, in the hope of eliminating the element of condescension toward borrowers, and of suggesting to lending librarians facilities for satisfactorily functioning as self-imposed adult educators.

Ethel R. Sawyer, of Portland, gave trenchant consideration to the subject, "Can We Obtain and Train Librarians to Meet the Obligations of Adult Education?" answering her own title, after an unsparing statement of facts, by the challenge: "To doubt it is not professionally thinkable. Assuredly we can—*Will* we?" Miss Sawyer's paper will be published in full in *Public Libraries*.

Mrs. Lillian Griggs, secretary of the North Carolina Library Commission, in "How the Public Helps to Educate the Librarian," enumerated, from a delightful Southern point of view, various examples of lessons in persistence, self-control and simple faith, learned by responsive librarians from their readers.

"How Can a Librarian Adult Educate Himself?" was distinctly individual. Mr. Mitchell disclaims responsibility for the title.

In "Hopscotch or Library Science," Herman O. Parkinson, of the Stockton (Calif.) Public Library, laid bare the weaknesses of red tape, and gave courage to librarians who would rather spend their time in actual contact with their readers than in the juggling of interminable record numbers in hidden, sacred card trays. This paper is given on page 643, and that of Mr. Mitchell on page 638.

Officers elected: Chairman, Margery Doud, Carondelet Branch, St. Louis Public Library; vice-chairman, Betsy Foye, Los Angeles Public Library; secretary, Mrs. Gladys Young Leslie, Seward Park Branch, New York Public Library.

Library Buildings

NOTEWORTHY features of the new building of the Cleveland (Ohio) Public Library and the Free Library of Philadelphia were described by Linda Eastman and Franklin H. Price at the meeting of the Library Buildings Round Table held July 6. Miss Eastman has described the Cleveland Library fully in an article in the LIBRARY JOURNAL for June 1, and a forthcoming article will do similar service for the Philadelphia building.

A programmed paper by Charles H. Hodgdon of Coolidge and Hodgdon, Chicago, on underground book storage, was not given.

The requirements of a modern library building serving a rural community were discussed by Anne M. Mulheron of the Library Association of Portland, Oregon, in a most interesting paper. Miss Mulheron showed an architect's sketch of a most attractive library for a suburban community which would apply also to a small town.

Professional Training

WITH Sydney B. Mitchell of the University of California Library presiding, the Professional Training Section, meeting on July 10, heard papers read by W. E. Henry, director of the University of Washington Library School; Helen E. Haines, of the Los Angeles Library School; and Della J. Sisler of the University of California Library.

"How Can We Improve the Quality of the Teaching in Our Library Schools?" was Mr. Henry's topic. He believed that inefficient teaching rather than inadequate scholarship was the root of the difficulty. Qualifications for efficient teaching fall into two classes, knowledge of the subject and ability to teach, and far from all teachers combine the two essentials. A good teacher must also have the power to organize the materials of this subject; he must set them forth in such a manner that the student may see clearly not only the facts necessary, but that he may get the relations and organization of the facts. "I cannot think of a student in librarianship getting any degree of mastery of classification, cataloging, reference, book selection, or any other subject of the library school without at the same time seeing and appreciating the organic relation of such subject to all others and to his professional service in a library." Teachers should keep in touch with the practical developments of their subjects. The library school is more fortunate than most or perhaps any other professional schools in its ability to combine a teaching position with actual service in a library.

Part-time teaching, said Mr. Henry, gives the best possible opportunity of combining the best service of the two professions, teaching and library service, in one. Frank K. Walter, of the University of Minnesota, in his discussion of the paper, took issue with this, saying that he believed more poor library school teaching is done by part-time teachers appointed because of their library positions than is done proportionally by the rather small number of full-time faculty members.

Miss Haines' paper on "What to Teach in Book Selection in a First or One-Year Course,

and How to Teach It" will appear in an early number of the LIBRARY JOURNAL. Standardization of a course in book selection as it is affected by book selection processes at present practiced in libraries, and the relative importance of fiction and classed books in a one-year or first-year book selection course were the topics suggested to Margaret Williams of the New York State Library School for her discussion of the paper. She believed that the plan or lack of plan of actual book selection in various libraries is reflected in the book selection courses in the library school or training school classes conducted by these libraries, and accounts for the marked lack of uniformity in content and stress in these courses. Miss Williams would lay less stress than Miss Haines on fiction in book selection courses. Given the principles of selection and evaluation, and a familiarity with the numerous and excellent aids to selection of fiction, a student can read and educate himself more easily in fiction than in other fields. However, the public needs more guidance in finding the best classed books than in selecting its own fiction, and the librarian should be trained to help it make the best selection.

Miss Sisler's valuable "Suggestions for a Course in Bibliographic Cataloging," taking up in turn Code, Subject Matter, and Instruction, will appear in a later number of the LIBRARY JOURNAL.

Public Documents

THE Public Documents Round Table met jointly with the National Association of State Librarians on July 8, with Con Cronin, presiding, to hear the paper on the disposal of "Obsolete Federal Documents" by Mary A. Hartwell of the office of the Superintendent of Documents, which paper appears in full in our July number. On the following day Alice J. Haines presided while Beatrice Welling of the Vancouver (B. C.) Public Library spoke on Canadian Federal Documents and the paper by Alton P. Tisdel, U. S. Superintendent of Documents on "The Documents Office and the Libraries" (to appear later in the LIBRARY JOURNAL) was read.

Religious Books

THE Religious Books Round Table, July 8th, in charge of Frank G. Lewis, librarian of the American Baptist Historical Society, and of the Crozer Theological Seminary, Chester, Pa., had about thirty-five in attendance, practically all of these being persons connected with public and other non-religious libraries. This had been anticipated. Also, there had been criticism of recent meetings of the Round Table because attention had not been given to the interest of general libraries in religious books. Accordingly the meeting this year had been arranged specifically for those not connected with the libraries of theological seminaries.

The chairman indicated some of the religious book needs of public and other general libraries, suggesting that such a library ought to have all important current English translations of the Bible, especially the American Revision with the Apocrypha, as now published by Nelson, the Douay Bible, the Shorter Bible, as edited by Professor C. F. Kent and others, and the Children's Bible. A public library ought to have also the recent translation of the Old Testament in two volumes by Professor James Moffatt, and the so-called Jewish Bible, namely, the Holy Scriptures according to the Massoretic Text, published by the Jewish Publication Society of America. For the New Testament there should be the Twentieth Century New Testament and those issued by Weymouth, James Moffatt, Helen B. Montgomery, and Edgar J. Goodspeed. As such versions of the Bible are essential so also a general library ought to have as many as possible of the volumes of the "Wisdom of the East" series, published by Dutton, in order that the sacred books of all the great world religions may be available for reading and study. "The Mythology of all Races," as now being issued by the Archaeological Institute of America in thirteen volumes, was proposed as a valuable survey of the various religions.

Religious periodicals were emphasized as an important element of religious literature. Frequently the official church papers of the churches represented in a community may be secured without cost thru interesting church leaders in the value of supplying these publications thru the public library for general use. In addition, such papers as the *Christian Century*, the *Christian Work*, the *Harvard Theological Review*, the *Hibbert Journal*, and the *Journal of Religion*, were mentioned as among the desirable titles to consider.

The new A. L. A. Catalog will be an important guide for religious books. As a supplement of general works which are of permanent value for reading and reference, the chairman distributed a list of interesting current books on religion and related subjects.

The interest in the meeting was rather definite evidence that the Round Table will best serve its purpose in other years by having a program somewhat resembling that of 1925, leaving the discussion of the particular problems of theological libraries to be considered by the librarians of such libraries in meetings particularly for that purpose. It has been proposed that

such a meeting be held in New York in connection with the annual conference of Eastern College Librarians at Thanksgiving time.

The chairman for the past year consented to serve during the year 1925-1926. Clara W. Herbert, assistant librarian, of the Washington (D. C.) Public Library was chosen as secretary.

Training Class Section

ABOUT sixty persons were present at the meeting of the Training Class Section. The meeting was called to order by the chairman, Ethel R. Sawyer, Director of Training of the Library Association of Portland.

Julia A. Hopkins, supervisor of staff instruction of the Brooklyn Public Library, had prepared a paper on the subject "System of State Credits in Operation in the Brooklyn Public Library," read by James I. Wyer. After New York State had passed its certification law the chairman of the Certification Committee appointed by the State Board of Regents visited the library and inspected the training class. As a result of his recommendation graduates from the elementary course are given Library Worker's certificates, and the professional certificate Grade C is given to graduates of the advanced course without further examination.

The next three subjects on the program were parts of a unit, the idea being the presentation of outlines which would be something tangible for library school directors to consider as a basis for credits for elementary work. These were Reference, by Marie A. Newberry of Toledo; Cataloging, by Ethel R. Sawyer of Portland; Classification and Subjects headings, by Rena Reese of Denver.

Miss Newberry's paper discussed the purpose of teaching reference work to training class pupils and also outlined a course of seventeen lessons which would give them contact with the best known reference books and their contents by means of definite problems. There was some discussion of the outline, Miss Reese expressing the opinion that public documents, trade bibliography and children's reference books to which one lesson each was allotted, should be shifted to their respective groups and the time given to other more definite reference material.

Miss Sawyer outlined a course of forty lessons (which could be compressed to twenty-five) in cataloging in which there would be not only the making of cards but a careful and thoro analysis of the library's catalog. These forty lessons were suggested as a course in elementary cataloging on which to build advanced courses—such as a first year of French, etc.—to be given either in training class (elementary French in high school) or in library school (elementary French in college). Miss Sawyer also spoke of the fulness of curriculum in the one-year library schools, questioning the consistency of their attitude in opposing additions to their faculties, as recommended by the Board of Education for Librarianship; and at the same time saying that their course is too crowded for the addition of more subjects which are demanded by librarians; or of advanced work in those subjects already taught, requested by training classes to secure recognition of the work done by their students.

Miss Reese outlined thirty lessons in classification and seventeen in subject headings, expressing also her belief that these two subjects are fundamental in all library work.

The last paper on the program was by Charles E. Rush, of Indianapolis on "Proposed Regional Library Training Courses." Mr. Rush's paper appears in full in this issue of the LIBRARY JOURNAL.

Mr. Rush's paper was discussed by Malcolm G. Wyer, of Denver. Mr. Wyer, while agreeing that the regional training class might solve a problem in elementary training in a unified system, still believed that there might be serious obstacles in the way such as financing, instructional staff, etc.

At the close of the program it was found that a sufficient number of training class instructors was not in attendance to carry on the business, those remaining being unwilling to assume responsibility for the adoption of a constitution. They therefore elected officers for the following year and adjourned. The officers are Marie A. Newberry, Toledo, chairman; Alice Shepard, Springfield, Mass., secretary.

RENA REESE, *Secretary.*

Trustees' Problems

ADULT education, especially thru the lecture system, and questions of library finances and salaries occupied the two sessions of the Trustees' Section July 8 and 10, presided over by Judge G. L. Zwick, chairman, St. Joseph, Missouri.

LIBRARIES AND LECTURES

Clarence C. Ogilvie, superintendent of Goodwyn Institute, Memphis, presented the first subject, "Libraries and Lectures in Adult Education." Goodwyn Institute, of which the speaker is managing director, is a unique popular educational institution donated to the white citizens of Memphis and providing for them just two educational agencies—free public lectures and a free reference library. It has a splendid office building worth more than a million dollars, of eight stories, located at an excellent corner in the heart of the city. Its top floor is devoted

to a large reference library, and its second and third floors to a beautiful, well appointed and equipped auditorium, seating about 1,200 people. This building produces a gross income of $60,000 annually, from which are maintained this library and the lecture courses. In this auditorium are presented each year 50 to 100 lectures by notable philosophers, artists, statesmen, scientists, authors and thinkers in various fields.

The auditorium is nearly always crowded. It is believed that the popularity and success of the lectures is due to the high standard of the lectures presented and not to the fact that they are free. Patrons are urged to examine the lecture schedules and study in books the subjects in which they are particularly interested before the lecturers arrive. Reading lists and bibliographies are prepared by the library. Thus the lectures are constantly bringing more readers to the library. In closing, Mr. Ogilvie gave a résumé of the popular lecture movement in America telling of the development of the Chautauqua Institution, the university extension movement and the open forums.

The discussion was led by Mrs. Harry Warren Winde, trustee of the Everett (Wash.) Public Library, who told of lectures sponsored by that institution. The lectures are arranged thru cooperation with the Drama League, the American Institute of Banking, the University of Washington Extension Department and similar organizations. The Library Board has tried to make these lectures as vital as possible and the cost so nominal that they are available to all interested persons. Members of the library staff respond to calls for lectures or informal talks on subjects of interest to the community and related particularly to library work. Lectures on children's reading are given by children's librarians to teachers, Pre-School Circles and P. T. A's. For the public lectures given in the library, slips are printed announcing the lecture and giving a selected list of books on the back. An effort is always made to feature the books on the subject of the lecture.

Mrs. J. W. Smith, Los Angeles, told of the trustees section meeting of the California Library Association where adult education and salary schedules were discussed. Mr. Ranck, Grand Rapids, said that public lectures had been used as introductions to books in the Grand Rapids Public Library for the past twenty years. The lectures are all free. Where branch libraries are in the schools the school auditoriums are used. The three important jobs connected with lecture work is first to get good lecturers, second to get an audience, and third to see that the lecture goes off well. William G. Hale, University of Washington, who has been in America only two years, told how the library in a town of 14,000 inhabitants in Cornwall conducted lectures in co-operation with the workers' education movement. Tickets to lectures are not issued at Goodwyn Institute. Those who come first get the best seats. Mr. Ranck said that Grand Rapids issued announcement slips only. He had tried invitations and found that they did not work.

THE LIBRARY AS AN EDUCATOR

William L. Brewster, Library Association of Portland, read a paper on "The Library's Contact with the Public Thru Adult Education." There are certain advantages which those who deal with adult education thru public libraries have over those engaged in administering schools and colleges, he said. Children are compelled to attend elementary schools, and an intolerably large proportion of their elders go to high schools and colleges from other motives than to obtain an education. Grown people go to a public library simply because they want to. This is the first advantage over students in any scholastic system. The next is that they belong to the unclassified. They are individuals with a special object, accustomed to do the work themselves. A third advantage is a maturity of mind which can be relied upon to produce straighter thinking than is obtainable from youth.

It has been pointed out that there will always be a need of teachers in schools and colleges and it is not evident that teachers are not likewise needed in adult education. If it is agreed that modern education encourages independent research and thinking then that is the way to go, and the teacher of adults in the public library will follow the same path. He will find out the student's limits of knowledge and his capacity and treat him as an individual to stimulate and direct.

The objection may be made that any plan for adult education which involves the employment of teachers skilled in their special subjects is impossible for small libraries. Keeping the main purpose in mind some progress may be made even in a small library. Any librarian, if she knows the resources of the library and is familiar with the contents of books, possesses one requisite and if in addition she has an understanding of people, she possesses a combination which will go far in dealing with adult students. It is right, however, to recognize that in the small library and still more in the large one, the regular staff is not by training or experience especially fitted for teaching adults and trustees need not expect to carry on a program of adult education thru regular members of the library staff. Trustees should encourage and expect the staff to undertake this work and pro-

vide them with library time to gain information and experience (so that out of the staff may be developed, wherever possible, teachers who are far better equipped than under the present requirements. The work in larger libraries will not progress far, however, before it will be evident that a department must be created and a department head chosen, who, in addition to having executive ability and a thoro knowledge of the resources of the library, fully appreciates that it is a teaching position.

A general informal discussion followed. Mrs. Rose Jackson, a former trustee of the Tacoma Public Library, said that trustees have a responsibility which could be better discharged if they would attend library meetings, and advocated the policy of paying the expenses of trustees for this purpose. Mr. Zwick said that they found it difficult to interest trustees in attending library meetings but that their board would always be willing to pay expenses for those who wished to attend. Mr. Zwick also spoke of the difficulty in financing lectures when the auditoriums were small and audiences thus limited. Mr. Ranck replied that even small communities often could develop excellent volunteer lecturers. Grand Rapids has been successful in doing this.

"Financing a Library," a paper by Mrs. George M. Williams, Centralia, Washington, opened the second session. "There is a real danger that in trying to reach out and do so many things for the community that we shall neglect the first duty of a library, the duty of providing the community with books and helping the individual get what he desires or needs from books. For the small library, to do that with the funds available requires constant striving. You are no doubt familiar with the A. L. A. resolution that $1 per capita is a reasonable minimum annual revenue for a library. To provide that revenue in Centralia would require a tax levy of about two and one-half millions. Our present levy for all purposes, state, county, school and municipal, is over 70 millions (one and one-quarter for the library). Of the 51 libraries reporting to the Washington State Library Committee in 1923, only eleven reported incomes of $1 or more per capita and seven of the eleven were in towns of less than 2,000 population. The average for the 151 libraries was about 75 cents.

"The latest help is Thomson's 'Reasonable Budgets for Public Libraries,' published by the A. L. A. this year. The budget there worked out is for a city of 30,000, having a book circulation of 150,000. Even if your library serves a much smaller community, I believe that a study of this book will repay you, tho it will not come so near fitting your needs as an article in *Public Libraries* for March, 1923, which gives the percentage for each item in a small library. We should compare our financial reports with these model budgets worked out by experts and also with the statements of libraries in communities of similar size. Our expenses are itemized under (1) Salaries and wages, (2) Maintenance and operation, (3) Capital outlay. Under maintenance we have heat, light, water, office and janitor's supplies, all of which can be estimated from previous expenditures. Binding is also considered as maintenance. Repairs are harder to foresee. Our third head is capital outlay and covers furniture, periodicals and newspapers and books. Probably an adequate book fund is the hardest thing for most small libraries to get. I have made no mention of extension work, club work, etc., as the small library is hardly likely to have any money for extra activities. If they are included the amount spent on them must of necessity be small. Having worked out our budget carefully, we can discuss it with our tax levying body with an assurance that helps to impress them with its necessity. The campaign to educate the public is of little use if you haven't been educating them every hour your library is open for service. If you do good work with what you have, spend wisely the money given you, public opinion will be back of you in any reasonable request for funds."

Reverend J. P. Anshutz, Tacoma Public Library, next gave an informal talk on "Salaries and Service." Mr. Anshutz said there was no question of the need of public libraries in even the smallest communities. It is especially desirable in these reactionary times that people have access to books in order to form intelligent opinions. The work of a library depends on the type and size of the community. The quality of service will determine the amount of the budget. The protest against allowing the library necessary funds generally comes from those who are not readers and who do not know what the library is doing.

Salary problems arise from the manner in which our libraries are controlled. There should be a closer administrative contact between the schools and the public library, so that the library may have higher standing as an educational institution. Many of our libraries have been given to us and this results in less personal interest on the part of the community. When the people build their own library, it becomes an expression of their interest and affection.

Mary Eileen Ahern opened the discussion. She said that poor salaries are the fault of the librarians themselves, not that they do not urge good salaries sufficiently strenuously, but that

the service which has come from their libraries has not been of such uniformly good quality as to impress itself on the community. The community generally has not learned to look upon the library as a necessity.

Mrs. Josephine Goss, Grand Rapids, said that by a new provision in Grand Rapids the superintendent of schools is an *ex-officio* member of the library board. Mrs. Ellis, Tacoma, said that the superintendent of schools was an *ex-officio* member of the library board according to state law. They find his point of view and knowledge invaluable. Frank Pettingell, Los Angeles, spoke of the value of having a politician on the library board, and told of the experience of Los Angeles in getting funds. Mr. Pettingell said he did not believe in salary schedules. High salaries should go to high class people. The open season to get money for libraries, Mr. Pettingell believes, is six months before members of the council are up for re-election.

Dr. Steiner, Baltimore, said that the librarian should be on the school board as well as the superintendent of schools on the library board.

Mr. Wright, Kansas City, said the problem of the librarian is to get the point of view of the business man. Mr. Wright said he did not believe in the public library under the same administrative head as the schools, but that there is value in some connection between the two. In Kansas City the library is under the Board of Education but not under the administration of the superintendent of schools. He spoke of the economy of branch libraries in school buildings.

Among the subjects discussed at the luncheon meeting was the advisability of the trustees having a separate organization instead of an A. L. A. section. The problem of book buying was introduced by Mr. Zwick, and Mr. Ranck told of book buying methods in Grand Rapids.

The nominating committee presented a recommendation, which was approved, that the Trustees Section authorize the committee to fill the offices of president and secretary and to provide alternates for each office. In case neither the original selection nor the alternate is able to serve, the appointment of officers for the Trustees Section shall be left to Secretary Milam.

THEODORA R. BREWITT, *Secretary.*

University Library Extension Service

AT the session of the University Library Extension Serice Round Table, held on July the ninth, the first part of the meeting was devoted to a survey of package library service. Cornelia Marin, of the Oregon State Library, told of the beginning of what was first called package library serice and later merged into the mail order service in Oregon. When the Oregan State Library Commission, now the State Library, started the circulation of package libraries in 1905 no other package library service was known and it was considered an entirely new departure.

Almere Scott, of the University of Wisconsin Extension Division, presented a paper on the development of package service in colleges and universities in the United States which was a valuable contribution to the history of the movement. Miss Scott's paper will appear in an early number of the LIBRARY JOURNAL.

Reports were received from O. E. Ottersell, of the Extension Department of the University of Alberta, and from Annie O. Hallett, of the Ontario Agricultural College Library, of the package library service offered by their institutions. No other college or university in Canada reported as giving this type of service.

A package library exhibit, which was displayed with the other A. L. A. exhibits, contained maps and charts showing the growth of the package library movement; records and forms used for charging and statistical purposes; publicity forms; representative package libraries; lists of sources of pamphlet material; and lists of plays.

Provision was made for the appointment of a committee of standardization of terms to investigate present practices and make recommendations. It was also decided a news sheet devoted to university library extension service should be issued regularly.

Nina McAllister, of the Extension Division of the University of Indiana, was elected chairman, and Mrs. Eleanor Knutti, of the Extension Division of the University of West Virginia, secretary.

LE NOIR DIMMITT, *Chairman.*

Bibliographical Society of America

THE Society met on July 9 at Seattle, with nineteen present. Dr. Koopman, of Brown University Library, presided, in the absence of president and vice-presidents, and Mr. Faxon acted as secretary.

Mr. Koopman read the annual report of President Root. The treasurer gave his report. Officers for the ensuing year were elected: President, Azariah S. Root, Oberlin; vice-presidents, H. M. Lydenberg, New York, and Charles Martel, Library of Congress; Secretary, Augustus H. Shearer, Grosvenor Library, Buffalo; Treasurer, Frederick W. Faxon, 11 Lorraine St., Roslindale, Mass. Councillor for four years, in place of G. A. Plimpton whose term was expiring, Dr. T. W. Koch, Northwestern University Library.

Mr. Henry, of the University of Chicago, spoke regarding the price of *Papers*, on behalf of the University of Chicago Press, who desired the Society to know their feeling about a single number being sold at $4.00, as they considered that a prohibitive price for any sales outside of membership copies. Mr. Faxon reported that the matter had been considered by the editor, Mr. Winship, and President Root, in connection with himself, and that, owing to the fact that more than half the membership are institutions paying membership dues of five dollars a year in order to receive publications, it would be impractical to sell these publications below the member's price, without losing many institutional members; furthermore, that it seemed best to adopt the suggestion of calling the two numbers to be issued to cover the years 1924 and 1925, vol. 18, parts 1 and 2, and vol. 19, parts 1 and 2.

It was voted that the publication committee consider the inclusion of vols. 17 to 20 of the *Papers* in the general index that is to be published and for which ms. is now in hand for the first 16 vols., it being thought a 20-volume index would be a satisfactory period to cover.

Mr. Meyer, President of the A. L. A., spoke regarding next year's meeting in Philadelphia, assuming that the Society would meet there at that time, pointing out that it was the anniversary of one hundred years of American independence, and suggesting the printing, as a working tool, of a comprehensive but brief statement covering American bibliography for the 150 years of our national existence. It was voted to refer this suggestion to the Council.

Mr. Wroth suggested that someone be appointed to make a résumé of historical bibliographies.

Dr. Koch read a report from Mr. Hanson on donations to the fund for the completion of the Gesamtkatalog.

F. W. FAXON, *Secretary pro tem.*

Classification of Library Personnel

PROPOSED classification and compensation plans for a considerable part of the library profession are presented in a report to the A. L. A. Council by the A. L. A. Committee on the Classification of Library Personnel, prepared by the Bureau of Public Personnel Administration of the Institute for Government Research, Washington, D. C., which acted as technical staff for the committee.

The report is based on data secured from questionnaires submitted to about 150 libraries including some 6,000 individual positions. These libraries, in the opinion of the committee, constitute a fair sample of public, university and college, normal school, and high school libraries. The returns from other types of libraries were not numerous and representative enough to justify the committee in making the classification and compensation plans broad enough to include positions in those types of library organizations. No attempt was made, therefore, to make such plans for special libraries or for a number of highly specialized positions in the Library of Congress.

A scheme of nomenclature seemed of first importance. At present there is considerable confusion in library terminology; the Committee found as many as twenty-five different titles applied to positions whose duties and responsibilities are so much alike that in the opinion of the committee they belong to the same class. The salient features of the scheme evolved by the committee are as follows:

1. The relative rank of classes of positions in a given library are indicated by descriptive adjectives, such as "junior," "senior," "special," and "supervising."

2. Where there are supervising positions in different libraries whose duties are of the same nature but which differ in the degree of responsibility exercised (such as the head of a small cataloging department in one library and the head of a much larger cataloging department in another library), the main part of the title is exactly the same but the difference in responsibility is indicated by a supplementary designation (for example, Chief of Catalog Department, Class 1 and Chief of Catalog Department, Class 2). It should be noted, however, that the last two words of such titles are needed only when the scheme as a whole is presented for adoption and would be dropped for actual working purposes within the library.

3. The word "librarian" is reserved for those positions whose incumbents act as the head of geographically separated library units (such as a public, college, branch, or school library).

4. The organization relationships are indicated by making the name of the department a part of the title for many of the classes of positions found in the larger libraries where there is a relatively fine division of labor and considerable specialization.

The second part of the report consists of exhibits prepared to define the qualifications and duties of the holders of the positions designated by the committee and to lay down a reasonable scheme of compensation for the duties so per-

formed. Exhibit 1 is a list of libraries co-operating in the study. Exhibit 2 lists the principal classes of positions proposed and the schedule of compensation recommended for each. Exhibit 3, "Sample Class Specifications Proposed" contains the complete class specifications with recommended annual compensation, proposed for the following classes: senior aid ($1020, $1080, $1140); senior general assistant ($1620, $1740, $1860, $1980) senior assistant, circulation department and senior assistant, catalog department, the same; special assistant, reference department ($2040, $2220, $2400); chief of children's department. Class 2 ($2220, $2340, $2460, $2580); branch librarian, class 2 ($2040, $2160, $2280, $2400); superintendent of branches, class 3 ($3360, $3600, $3840, $4080); librarian, class 5 public library the same. In every case, besides the more usual minimum qualifications of education and experience, the committee recommends as a desirable additional qualification an abstract intelligence equal to or great than that represented by a score of from 90 to 150 (depending on the class of position) in the army alpha intelligence tests. The results of the army tests submitted to a selected group of library assistants by the Bureau of Public Personnel Administration have already been summarized in the LIBRARY JOURNAL for June 15 (p. 538).

Class specifications in much abbreviated form for some of the more important classes of library positions constitute Exhibit 4. Exhibit 5 has rules recommended for adopting, applying, and administering the classification and compensation plans in an individual library.

The German Book Exhibition to Come to New York

THE German Book Exhibit shown in connection with the midwinter meetings of the A. L. A. and other library groups in Chicago is to be shown for about two weeks, approximately October 3 to 18, at Earl Hall, Columbia University, New York.

Since the winter the exhibit has been increased by about one-half and a new catalog has been printed in an effort to round out and perfect the exhibit.

The University has appointed an advisory committee of librarians from whom, or from Professor Robert H. Fife, executive officer of the University Department of Germanic Languages, further information may be obtained. This committee consists of Roger Howson, Columbia, chairman; Richard F. Bach, Metropolitan Museum; John S. Brown, New York Academy of Medicine; Harrison W. Craver, Engineering Societies Library; James T. Gerould, Princeton; Ellwood Hendrick, Chandler Chemical Museum; Harry M. Lydenberg, New York Public Library; W. W. Rockwell, Union Theological Seminary; Edward F. Stevens, Pratt Institute; Ralph W. Tower, American Museum of Natural History and Lillia M. D. Trask, Rockefeller Institute.

An article describing the main points of the Chicago exhibit was written by Theodore Wesley Koch of Northwestern University Library for the LIBRARY JOURNAL of February 1, and an interesting illustrated souvenir booklet may be obtained from Dr. Koch for one dollar.

Free on Request

The National Geographic Society requests school libraries planning to use the *Geographic News Bulletin* during the 1925-26 school year, to send their applications early in September. Prompt requests enable The Society to put names and addresses on the mailing list in time for schools to receive all issues of the Bulletin weekly from September to May.

The *Bulletin* is one of The Society's contributions to education and only schools may receive them. The thirty issues during the school year are illustrated and give the geography of places and products. Applications should be accompanied by twenty-five cents to cover the cost of mailing.

On application to Melvil Dewey, Lake Placid Club, N. Y., a free explanation of a system of Notehand, devised to help busy people who cannot learn shorthand, will be mailed to any librarian. Dr. Dewey says that the system, which is suitable for the librarian's own notes or those to be read by his staff, can be learned in an hour.

The National Federation of Music Clubs has issued a new list of books on music planned to be of use to the smaller libraries. It may be obtained free on request from Mrs. James H. Hirsch, librarian to the Federation, whose address in Orlando, Fla.

Librarians' Week at Lake Placid

The Education Foundation of the Lake Placid Club has established the last ten days of each September as librarians' week when rooms and club privileges will be free to librarians who will pay only for meals. This "week" follows immediately the club's annual Music Week.

The name "Library Week" was given by the club to the early meetings of the New York Library Association which has held ten of its annual meetings there, and Librarians' Week is the name given this fixed week to avoid confusion.

Nine More Half-Told Tales

A Supplement to the List* of Unfinished Novels in the Library Journal for March 1, Compiled by Earle F. Walbridge, Librarian of the Harvard Club of New York City.

Austen, Jane. [Sanditon.]

There is no beauty (other than incidental beauty) in the fragment of "Sanditon," but there might well have been much of it as the story opened before our eyes. There is not the radiance of Miss Austen's early work, and there is even an additional pungency to the satire; yet there is a delicacy and sureness unsurpassed in any other of her works. This is an impression after one reading. Already "Sanditon" is more attractive than either "Lady Susan" or "The Watsons."—"Simon Pure" in the *Bookman*, May, 1925. The Clarendon Press gives the book no title, the title-page reading simply "Fragment of a Novel Written by Jane Austen, January-March, 1817; Now First Printed from the Manuscript." The novel was, however, known to Miss Austen's family as "Sanditon."

Conrad, Joseph. Suspense.

An uncompleted Napoleonic novel now appearing serially in the *Saturday Review of Literature*. The editors offer prizes for the best essays on what the conclusion of the novel might have been, Mrs. Conrad refusing to have any definite conclusion published.

De Morgan, William Frend. The Old Man's Youth and the Young Man's Old Age.

The "Narrative of Eustace John," written by De Morgan, is connected by chapters entitled "The Story," afterwards supplied by his wife, . . . "Mrs. De Morgan has done a very difficult task most admirably," pronounced Professor Phelps; and it was pointed out how her workmanship was like that of a clever architect who skilfully conserves the original beauty of some structure thru his own self-effacement. For never did she obtrude her own personality; neither did she yield to the temptation to imitate or to emulate De Morgan's own methods. She supplied only what was essential—*what she knew the author himself had intended*—and she presented this in a fashion pithy, concise and forcible, but wholly distinct from his narrative, which, by this means, was left intact.—A. M. W. Stirling, "William De Morgan and His Wife."

Hawthorne, Nathaniel. Dr. Grimshawe's Secret.

But these last transfiguring touches to Aladdin's tower were never to be given; and he has departed, taking with him his Wonderful Lamp. Nevertheless there is great splendor in the structure as we behold it. The character of old Doctor Grimshawe, and the picture of his surroundings, are hardly surpassed in vigor by anything their author has produced; and the dusky vision of the secret chamber, which sends a mysterious shiver thru the tale, seems to be unique even in Hawthorne.—Julian Hawthorne.

James, Henry. The Sense of the Past.

The central character is a young American who, from the English branch of the family, inherits an old London house. He goes to England, seeks out his new possession, and shuts himself away from the world for a night while he wanders from room to room, yielding to the spell of the past that is cast about him. He sees himself in an old portrait of 1820. A compelling sense of the past slips him out of the year 1910 back into 1820. Comfortably at first, and then uneasily he reacts to the people and conditions of the world into which he is projected. He experiences the thrills and embarrassments of two successive love affairs. The story breaks off at the end of the first. But some seventy pages of notes reveal the plan of the writer, his deft scheme for extricating his hero and bringing him back to 1910 and to Aurora Coyne. . . .—*Book Review Digest*, 1917.

Kingsley, Charles. The Tutor's Story.

It is, to say the least, something of a shock for a critic to be confronted with a new novel by Charles Kingsley. Yet this has just been my experience with "The Tutor's Story" . . . which "Lucas Malet" lately found, in unfinished manuscript, among her father's papers, and has now revised and completed. The result seems to me very delightful and quite astonishingly fresh and harmonious. . . . It is a simple dramatically told story, in which only two characters are of great importance: young Lord Hartover, handsome and spoilt, and the teller of the tale, a lame scholar from Cambridge, who by his love for his very difficult pupil eventually plucks him from the snares and plots by which he is threatened.—*Punch*, November 1, 1916.

Pater, Walter. Gaston de Latour: an Unfinished Romance.

"Gaston de Latour" was probably begun by Mr. Pater not long after the completion of "Marius." Five chapters appeared successively in *Macmillan's Magazine* in the months of June to October, 1889. One more chapter appeared, as an independent article, in the *Fortnightly Review* for August, 1889, under the title of "Giordano Bruno." This chapter was afterwards largely revised, and marked Chapter VII, as it is here printed. . . .

The work, if completed, would have been a parallel study of character to "Marius and Epicurean," the scene shifted to another age of transition, when the old fabric of belief was breaking up, and when the problem of man's destiny and his relations to the unseen was undergoing a new solution. The interest would have centered round the spiritual development of a refined and cultivated mind, capable of keen enjoyment in the pleasures of the senses and of the intellect, but destined to find its complete satisfaction in that which transcends both.—Charles L. Shadwell.

Smith, Francis Hopkinson. Enoch Crane.

Begun by F. Hopkinson Smith and finished by his son, F. Berkeley Smith. "It is evident that the scenes, the characters, the scheme of 'Enoch Crane' are Mr. Hopkinson Smith's. They bear every trace of his mind and hand. But the execution is clearly another's. The melodrama, the violent transitions, the extravagant humor, are not his. . . . To read 'Enoch Crane,' is to take part in an interesting literary experiment and nothing more."—E. F. Edgett in the *Boston Transcript*, Sept. 9, 1916.

Swinburne, Algernon Charles. Lesbia Brandon.

On the 11th of January [1867] he wrote to Burton, who was now consul at Santos in Brazil: "I have in hand a scheme of mixed verse and prose,—a sort of étude à la Balzac *plus* the poetry—which I flatter myself will be more offensive and objectionable to Britannia than anything I have yet done. You see I have now a character to keep up." Swinburne carried out this scheme in a disjointed romance called, from the name of its heroine, "Lesbia Brandon." After keeping it for nearly ten years in MS., he had it set up in type in 1877. The original MS. is lost, but a single galley-proof, lacking both the beginning and the end, was kept by Mr. Andrew Chatto, and is now in Mr. T. J. Wise's collection. In his opinion and mine this mélange of prose and verse, which Swinburne thought he had completely suppressed, ought never to be published.—Edmund Gosse, "The Life of Algernon Charles Swinburne." (p. 164).

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* The complete list appears in the *Publishers' Weekly* for August 1.

THE LIBRARY JOURNAL

TWICE-A-MONTH AUGUST, 1925

BOTH the far east and the near east, to wit Boston and Kansas City, speaking from the California point of view, should relish and profit by the refreshing breezes of the Pacific coast, which made pleasant the Seattle conference, as the papers printed in this number of the LIBRARY JOURNAL suggest. The paper of Mrs. Henshall, organizer in the state which has carried the county library idea to its highest development, is rich in suggestion and inspiration, as an example of the missionary spirit which should be a leading motive thruout library work. It is indeed a missionary sermon of the right kind, the kind that gives the human facts that are always interesting and avoids the platitudes that are always distressing. Mr. Mitchell's appeal for the general education of the librarian and for the cultivation of a specialty of interest is thoroly sound as well as happily put and therefore doubly worth the reading. "Hopscotch," Mr. Parkinson's phrase, may hereafter take its place in the vernacular of the library profession as a satiric reminder that routine should not be stressed to the point of obstructing rather than increasing effectiveness and perhaps it is none too soon to heed that lesson. Altogether the golden state whose contributions to the conference lift themselves out by natural selection has reason to be proud of the representation which it sent to the conference in its sister state of the northwest.

THE steadfastly growing importance of the children's librarian is indicated by the increasing attendance at this section of successive A. L. A. conferences which at Seattle brought together five hundred auditors or nearly half of the total registry. The elimination from the shelves in the children's room of undesirable books, a commonsense censorship from professional experience, received merited attention in the discussions and indeed the whole question of discards is of as much importance as it is of difficulty. On the positive side of book selection it may be observed that publishers are usually willing to respond to the demand of libraries for the reprint of desirable books but that this demand is apt to vaporize when support is called for. When there is a real demand for book reprints librarians should promptly express that demand each for his own library to the publisher who is entertaining the suggestion. More and more the need is felt for children's librarians of the proper type and well-trained and it is comforting to know that the Western Reserve Library School and the St. Louis Public Library have added themselves to the lists of institutions which are offering special training in this field.

A FAR look ahead is indeed necessary in providing for an adequate and efficient personnel in the library field, alike two years, ten years or a generation hence. In the telephone service it is reckoned that were it not for the development in large cities of the automatic telephone system it would be impossible ten years hence to obtain the help of enough young women to man the switchboards that would then be necessary for the increasingly complex demands of the future. The problem is much the same in the library calling which in the minor positions must draw in considerable measure upon the same class of young women as the telephone system. Mr. Rush's proposal for regional training courses intermediate between summer schools and apprentice classes is certainly worthy of consideration altho even this plan cannot meet the need of those aspirants who cannot afford either the money or the time to leave home for a six months' course and must therefore get their training as substitutes or assistants in the local library or thru more or less extemporized methods in their immediate vicinage. In this last direction not a little has been done in some states. Mr. Rush rightly emphasizes the need for going farther afield than the still limited class, despite the remarkable development of high schools and women's colleges, of those who have the general education which a library naturally desires in its staff. In other words the demand for library workers is growing so fast that the supply must be drawn from a very wide field not yet fully cultivated. That there is room at the top, as an incentive to those drawn toward the library profession is abundantly evident, especially when the executive responsibility for a great library, or the lesser but still great responsibilities of heads of departments therein, must be provided for. For men and women of the first rank the library still yearns, and there are men and women

pretty close to the top who have not had the advantage either of collegiate or profesional training in their youth.

A FINE piece of co-operative work in line with our American forthcoming union list of periodicals is "The World List of Scientific Periodicals," undertaken in the largest spirit of concerted work by our English brethren. As an uncommercial enterprise it was made possible by a grant from the Carnegie United Kingdom Trust, the British Museum permitted the services of its staff under the able leadership of Dr. Pollard within library hours, and libraries and scientific societies have each done their part in this most desirable enterprise, while the Oxford University Press has undertaken printing and publishing. The two volumes most reasonably priced at two guineas for original and three guineas for later subscribers, printed on one side of the page only for annotation or card use, contain respectively an alphabetical list of scientific periodicals thruout the world with key numbers and a geographical indication of the libraries in which sets are to be found and it is planned that publication shall be completed within the year. American libraries should not be slow to avail themselves of the privilege of subscription as the preliminary price has been extended in courtesy to them. We venture to express the thanks and appreciation of American librarians for this work of international importance conceived in the best international spirit.

AMONG LIBRARIANS

ABBOT, Etheldred, 1897 New York State, assistant ln. of the Brookline (Mass.) P. L., appointed art ln. in the University of Cincinnati L.

ADAIR, Sydney T., 1924-25 New York Public L., appointed assistant, catalog department, New York University, Washington Square College Library.

ALLMAN, Florence, 1923 Wisconsin, resigned as cataloger of the Public Library, East Chicago, Indiana, to accept a similar position in the Public Library, Hammond, Indiana; in the new position she is also to be in general charge of the reference work.

BALCH, Ruth, 1912 Wisconsin, joined the order department of the Cleveland Public Library on June 17.

BOUCK, Constance, 1924 Simmons, appointed school librarian in the Denver Public Schools.

BROSIUS, Nancy B., of the Superior Branch of the Cleveland Public Library is awarded the second prize of one hundred and fifty dollars in the National Social Work Play Writing Contest, conducted under the auspices of the Russell Sage Foundation, for her play "The Last of the Family." The judges were Jane Addams, Zona Gale, Julia Lathrop, and Winchell Smith. The play deals with the feeble minded and is a gripping tho harrowing study. It was presented in Denver at the annual Conference of Social Work. Miss Brosius has twice won first prize in the annual play contest conducted by the Library Players of the Cleveland Public Library for her plays "The Lie Unoffending" and "Gretchen."

BROWN, Ernestine, 1921-1922 Illinois, has resigned from the Boise P. L., and will have work in the technology department of the Seattle P. L.

CALHOUN, Kathleen, 1913 Wisconsin, has resigned as assistant ln. of University of Alberta, Edmonton, a position she has held since graduating from the school with the exception of an interval of war library service. She is now an assistant in the library of the J. P. Morgan Company, 23 Wall Street, New York City.

CARLETON, Helen Francis, 1914 Simmons, has been made librarian of the Beebe Memorial Library, Wakefield, Mass.

CHILDS, James B., 1921 Illinois, appointed acting chief of the Division of Documents of the Library of Congress.

CILLEY, Lilly, 1917 Illinois, is assistant in the University of Iowa L., Iowa City.

COCHRAN, Ruth S., 1918 Wisconsin, becomes assistant librarian of the Umatilla County Library, Pendleton, Ore., in August.

COLLINS, Lillian, 1914 Washington,, is now ln., College of Puget Sound, Tacoma, Wash.

COLTON, Aline, 1922 Simmons, has accepted the librarianship of the Manchester (N. H.) High School.

COOK, Dorothy E., 1919 Illinois, and Florence M. Craig, 1917 Illinois, have been added to the staff of the H. W. Wilson Company to work on the Standard Catalog Series.

COOKE, Adeline, 1923 Wisconsin, has been appointed reference librarian, State College, Pullman, Wash. She has been a high school librarian in Portland, Oregon.

DAVIS, Florence Hume, 1912 Wisconsin, is president of the Roswell Davis Underwriting Agency, Inc., Freeport, N. Y.

DODD, Florence, 1920 Wisconsin, goes to Ironwood, Mich., as librarian of the High School Library in September, resigning as assistant librarian, State Normal School, Superior.

ERCHINGER, Hazel, 1919 Washington, is high school ln. in the Cleveland (Ohio) system.

FELSENTHAL, Emma, 1912 Illinois, is instructor in the Summer Library School of the University of Iowa; she will remain with the University as ln. of the Medical Library.

FURBECK, Mary E., 1916 New York State, has just been appointed editor of the *Bulletin* of the Public Affairs Information Service, with office in the New York Public Library. Miss Furbeck succeeds Harriet N. Bircholdt, 1914-15 New York State, who becomes librarian of one of the New York City high schools in the Borough of the Bronx.

FOLAND, Grace W., 1910 Wisconsin, is a free-lance cataloger, 3007 Oakland Avenue, Minneapolis. She has two semi-permanent positions, the MacMartin Advertising Agency and the Federal Reserve Bank, whose libraries she keeps up to date. "Other indexing and organizing jobs fill up my spare time; plenty of them to be had in Minneapolis and St. Paul and very few of us in this line of work."

FOSSLER, Anne, who has been teaching at the Columbia University Summer School becomes chief cataloger at the New York University, Washington Square College Library in September, succeeding Juliet A. Handerson (Mrs. Arthur Hallett Mellen), 1908 Western Reserve, 1915 New York Public, who after about three months' travel will reach her new home in Mexico City D. F. (Apartado 1373) about the end of November.

FOSTER, Winnie, 1918 Wisconsin, appointed ln., International Falls (Minn.) P. L.

GIFFIN, Grace, 1924-25 New York State, appointed assistant in the Library of Wesleyan University L., Middleton, Conn.

GJELSNESS, Rudolph H., 1920 Illinois, formerly of the staff of the University of California, returned to this country last month after a year's study and travel in the Scandinavian countries as a fellow of the American-Scandinavian Foundation. His work has been chiefly in Norwegian language and literature. He can be reached in New York thru the American-Scandinavian Foundation, 25 West 45th St.

GUINN, Lillian, 1910-1911 Illinois, is instructor in cataloging in the Chautauqua summer school.

HAGEN, Ada, 1923 Wisconsin, reference librarian of the Public Library, Superior, Wis., appointed first assistant in the School Division of the St. Paul Public Library.

HARRINGTON, Gertrude, 1923 Simmons, appointed cataloger in the Louisiana State University Law Library.

HIMMELSBACH, Dora M., 1923 Washington, appointed asst., Louisiana State University L., Baton Rouge.

HUHN, Natalie T., 1921 Wisconsin, appointed ln. of the State Normal School, Winona, Minn., resigning as reference librarian of the State College, Pullman, Washington, where she has been during the past two years.

HURLBURT, Anna, 1914 Syracuse, appointed children's ln. of the county library of Fresno, Calif.

KEITH, Barbara, 1916 Simmons, appointed assistant in the library at Gardner, Mass.

KOSMOSKI, Gertrude D., 1924 Wisconsin, goes to Dowagiac, Mich., in September to be librarian of the Public Library.

LUITWEILER, Helen, 1911 Simmons, has resigned from the Boston University College of Liberal Arts Library to be asst. ln. of the Lynn (Mass.) P. L.

MORE, Helen G., 1922 Washington, appointed head of continuations, Washington State College, Pullman.

PACK, Elsie, 1920 Syracuse, appointed to the Dayton (Ohio) P. L.

REDWAY, Marion W., 1922-23 New York State, appointed school and library assistant in the Ilion (N. Y.) P. L.

ROBERTSON, Blanche, 1913-1914 Illinois, has joined the staff of the A. L. A. Library Survey, St. Louis.

ROCKWELL, Helen A., 1924 Wisconsin, who has been on the Wisconsin Library School staff during the year, has been appointed acting ln. of Washington and Lee University, Lexington, Va., for the academic year.

RUSSELL, Helen, 1916 Simmons, appointed librarian of the Bloomsburg, Pa., State Normal School.

SARGENT, Lucile, 1909 Simmons, assistant cataloger, Massachusetts State Library.

SHATTUCK, Ruth, has been appointed as branch librarian in the Providence public library system, of the Elodie Farnum Memorial Library.

WAYNE, Mabel A., 1915 Wisconsin, appointed assistant ln. Decatur (Ill.) P. L. She has been the reference librarian of the Traveling Library Department of the Wisconsin Library Commission for the past two and a half years.

WINCHELL, Constance, 1919-20 New York Public L., appointed assistant, reference department, Columbia University Library.

Further appointments of the Wisconsin Class of 1925 since the publication of our July list are: Madeline E. Allen, asst., schools department, Portland (Ore.) Library Association; Emily Klueter, summer cataloging, High School Library, Portage (Wis.) High School L.; Anna R. Moore, ln., High School Library, Tulsa, Okla.; Augusta M. Morrison, assistant, Milwaukee P. L.; Edel E. Seebach, asst., Milwaukee, P. L.

The following appointments have been made from the Syracuse University Library School Class of 1925: Mary Bowen, Montclair (N. J.) P. L.; Emily Davis, Marshall College L., Huntington, West Va.; Madeline Gilmour, Syracuse University L.; Agnes Green, Adelbert College L.; Nora Lock, New York P. L.; Anna Maciejewski, Syracuse University L.; Marion Marble, Newark (N. J.) F. P. L.; Mary Richardson, New York P. L.; Mildred Sandburg, Shippensburg (Pa.) Normal School L.; Frances Sheehan, New York P. L.; Elizabeth C. Smith, Syracuse University L.; Ada V. Taylor, Mansfield (Pa.) Normal School L.

Appointments of the Simmons class of 1925, supplementing those published by the LIBRARY JOURNAL for June 15, are as follows:

Alice Comack, cataloger and indexer, New England Historic and Genealogical Society Library, Boston; Hope Cowles, asst., Clark University Library; Cordelia Curtis, asst., Tulsa, Okla., Central High School Library; Edith Harrell, reference asst. for the summer, Columbia University Library; Margaret Hyer, cataloger, and in charge of ordering, Southern Methodist University Library, Dallas, Texas; Dorothy Manks, ln., Massachusetts Horticultural Society L., Boston; Louise Rowley, asst., Endicott (N. Y.) Free L.; Agnes Spencer, cataloger, Yale Law L.

Three of the twenty graduates of the St. Louis Library School class of 1925 are to specialize in work with children, one continuing her work at Western Reserve Library School, and the other two at the St. Louis school. The following permanent appointments have been made for other members of the class, in addition to several temporary ones:

Mrs. Jane W. Bassett, Alton (Ill.) P. L.; Ruth Margaret Fressle, Waterloo (Iowa) P. L.; Violet Mayser Hind, Margaret T. McIntyre, and Cleo Parsley, St. Louis P. L.; Isobel Lois Reading, Evansville (Ind.) P. L.; Ethel Tadlock, branch ln., St. Joseph (Mo.) P. L.; Celeste Terry, Dorothy Louise Wahlers, Yvonne Walter, and Dorothy Jane White, St. Louis P. L.

Ten students in the University of Illinois Library School who graduated in June, receiving the B. L. S. degree, have received appointments as follows: Alice L. Beach, ln., Friends University, Wichita, Kansas; Dorothy K. Cleaveland, ln., Northeastern State Teachers' College, Tahlequah, Okla.; William B. Hunt, order department, University of Illinois L.; Helen G. More, cataloger, State College of Washington, Pullman; H. Einar H. Mose, reference asst., John Crerar L., Chicago; Ada M. Nelson, instructor, State University of Iowa Summer Library School; in the fall, branch ln., Minneapolis P. L.; Grace Palmer, ln., Southwest Missouri State Teachers' College, Springfield; Edwin M. Pfutzenreuter, ln., Greeley (Colo.) P. L.; Gladys L. Sigler, cataloger, Cleveland P. L.; Agnes E. Smalley, asst. ln., Northern Illinois State Teachers College, DeKalb.

In addition to the above a number of students have completed the first year's work in the School and are not planning to return to the School in September, but have received appointments as follows: Alberta M. Ackley, cataloger, Lawrence College L., Appleton, Wis.; Ethel Binney, instructor, University of Oklahoma Summer Library School, Norman; in the fall, ln., Spies Library, Menominee, Mich.; E. Beatrice Broughton, asst., Illinois State L., Extension Division, Springfield; Ethel Bryce, in charge of extension department, State College of Washington Library, Pullman; L. Maude Davis, asst., University of Illinois Library School Summer Session; in the fall, cataloger, State University of Iowa L., Iowa City; John H. Dougherty, assistant, circulation department, University of Missouri, Columbia; Margaret Earle, asst., Illinois State L., Extension Division, Springfield; Evelyn M. Foster, in charge of serials, University of Oregon L., Eugene; Alma Hook, asst., University of Illinois Library School Summer Session; in the fall, cataloger, State University of Iowa L., Iowa City; Mrs. Stella Lasley, cataloger, University of Oklahoma L., Norman; Ruth N. Latshaw, asst., University of Illinois Library School Summer Session; in the fall, cataloger, Evansville (Ind.) P. L.; Clare K. Luger, asst., Minneapolis P. L.; Letha P. McGuire, cataloger, Iowa State College L., Ames; Charlotte Newton, cataloger, University of Florida, Gainesville; Vivian G. Reynolds, reviser, State University of Iowa Summer Library School; in the fall, general assistant, Kansas State Agricultural College L., Manhattan; Ruth Sinclair, asst. ln., New Trier High School Library, Kenilworth, Ill.; Helen G. Stroup, asst., Grand Rapids (Mich.) P. L.; Elsie D. Sullens, asst., University of Illinois Library School Summer Session; in the fall, cataloger, Oklahoma Library Commission, Oklahoma City; Ruth Van Tuyl, cataloger, Iowa State Teachers College L., Cedar Falls.

Holabird & Roche, Architects S. G. Ayres, Librarian

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WESTERN INSTALLATIONS

University of Oregon, Eugene, Oregon
Oregon Agricultural College, Corvallis, Oregon
Oregon State Library, Salem, Oregon
Multnomah County Library, Portland, Oregon
Leland Stanford, Jr., University, Palo Alto, Cal.
Pacific Unitarian School for the Ministry, Berkeley, Cal.
Mary Norton Clapp Library, Occidental College, Los Angeles, Cal.
San Francisco Public Library, San Francisco, Cal.
University of British Columbia, Vancouver, B. C.
Los Angeles Public Library, Los Angeles, Cal. (under contract)
University of Arizona, Tucson, Ariz. (under contract)
Pacific School of Religion, Berkeley, Cal. (under contract)

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CURRENT LITERATURE AND BIBLIOGRAPHY

Prepared primarily to answer the numerous inquiries received at H. M. Stationery Office in the British Empire Exhibition at Wembley last year, the "Brief Guide to Government Publications" will answer for librarians many questions on British government documents. A chapter on the function and history of the Office during its life of nearly a century and a half is an interesting preface to the descriptive classification of publications issued and information as to how they may most easily be obtained. The "Guide" will be mailed to libraries by the British Library of Information, 44 Whitehall Street, New York, for ten cents.

The World List of Scientific Periodicals, compiled under the direction of Alfred W. Pollard, late keeper of printed books at the British Museum, with the co-operation of British scientific libraries, soon to be completed, has been made possible thru the aid of the British Museum Trustees, the voluntary help of many librarians, and a grant from the Carnegie United Kingdom trustees. It aims: To supply a list of current scientific periodicals as nearly complete as possible; to indicate libraries in Great Britain where the periodicals may be found; and to form a basis for co-operation between groups of libraries in convenient geographical areas, so that the number of duplicates, and the list of periodicals not taken, may be reduced in each area. We reproduce in full the prospectus on page 680 of this number.

"The Italian Immigrant and his Reading," by May M. Sweet, is the second in the Library Work with the Foreign Born series, edited by Eleanor E. Ledbetter. Mrs. Sweet has put her experience as librarian of the Alta Branch of the Cleveland Public Library to good use and gives here briefly and sympathetically many things to help the librarian to understand the needs and hopes of the Italian reader, with suggestions for further reading in this direction. The suggested list of titles for beginning a collection in the Italian language, intended to suggest a nucleus, consists of titles found good for popular use, listed with a view to helping the librarians who do not read Italian. Brief annotations, descriptive, biographical and critical as occasion demands, and stars to indicate first purchases add much to the value of the classified list. (Chicago: American Library Association, 1925. 64p. 50c.).

Reprinted from the fourth Year Book—1925—of the N. E. A. Department of Elementary School Principals, by the American Library Association, comes in handy form the Report of the Joint [N. E. A. and A. L. A.] Committee on Elementary School Library Standards, of which Mr. C. C. Certain, supervisor of public school libraries for the city of Detroit, is chairman. The Committee has in preparation standards for special types of elementary school libraries—rural elementary schools, rural consolidated elementary schools and schools with enrolments of 500 or under; on the remodeling of old classrooms for use as standard libraries; and on the architectural design of the library room in new elementary school buildings. The present report defines the aims, scope, and use of the elementary school library, its essentials as regards architectural specifications, equipment, administration, and library instruction. These definitions are then restated in terms of appropriations and expenditures, and an appendix gives a list of 212 books and magazines essential in beginning a school library and costing but $400. (36p. 40c.).

"Ten Pivotal Figures of History," is the arresting title of Ambrose W. Vernon's "very brief introduction to the subject [biography] and a guide to a few of the best books." The thirty-six page sketch by Dartmouth's professor of biography leads up to the concluding promise "that life will become more intelligible and more mysterious, both more stirring and more baffling, more exhilarating and more sacred, to all who make the intimate acquaintance of these dynamic characters": Socrates, Alexander, Caesar, St. Paul, Luther, Bacon, Rousseau, Washington, Lincoln and Woodrow Wilson. (Chicago: American Library Association, July, 1925. 36p. paper, 35c. Reading with a Purpose series, no. 3).

WANTED: AMERICAN LIBRARY PUBLICATIONS

The Paris Library School is building up a collection of material on library economy and bibliography and would appreciate the help and courtesy of any libraries which can send regularly their reports and other publications, with back files whenever possible. Packages may be addressed to the Smithsonian Institution International Exchange Service, Washington, D. C., for the Paris Library School, 10 rue de l'Elysée, Paris, France.

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THE ITALIAN IMMIGRANT AND HIS READING

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The second of the series begun by Mrs. Ledbetter's *The Polish Immigrant and His Reading*, with which it corresponds in purpose and content. Sketches the reading needs and tastes of the Italian immigrant, and gives a list of books in Italian, with full buying information. Mrs. Sweet has read practically every title contained in the list and has evaluated the books according to the experience of years of work in an Italian community.

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ELEMENTARY SCHOOL LIBRARY STANDARDS

By

C. C. CERTAIN

Prepared under the supervision of a joint committee of the N.E.A. and the A.L.A., this pamphlet is a companion volume to *Standard Library Organization and Equipment for Secondary Schools* by the same author. Like the latter it embodies a constructive program of library development and promises to be correspondingly valuable to teachers and librarians in its own field. Bibliography.

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RECENT BIBLIOGRAPHIES

ADVERTISING

Kleppner, Otto. Advertising procedure. Prentice-Hall. 13p. bibl. $5.

AGRICULTURE

Gras, N. S. B. A history of agriculture in Europe and America. New York: F. S. Crofts. $3.50.

ALUMINUM

Anderson, R. J. The metallurgy of aluminum and aluminum alloys. 2 West 45th st., New York: H. C. Baird. Bibls. $10.

Great Britain Imperial Institute. Bauxite and aluminum. Murray. Bibl. 6s.

AMERICAN LITERATURE—HISTORY AND CRITICISM

Green, Paul, and E. L. Green. Contemporary American literature; a study of fourteen outstanding writers. Chapel Hill: University of North Carolina. 4p. bibl. (Extension bull., v. 4, no. 14).

Rusk, R. L. The literature of the middle western frontier; 2v. Columbia. 324p. bibl. $7.50.

ARMY. *See* UNITED STATES ARMY.

ART—STUDY AND TEACHING

Winslow, L. L. Organization and teaching of art; a program for art education in the schools. Baltimore: Warwick and York. Bibls. $1.60.

AUSTRALIA

Sweetman, Edward. Australian constitutional development. Melbourne: Macmillan. Bibl. 25s. (Univ. of Melbourne pub. no. 4).

AVIATION

British Library of Information. List of pubs. on aeronautics. 44 Whitehall st., New York. July 1924. 34p.

BACTERIOLOGY

Moore, V. A., and W. A. Hagan. Laboratory manual in general and pathogenic bacteriology and immunity. Ginn. Bibls. $2.

BAUXITE. *See* ALUMINUM.

BIBLE—OLD TESTAMENT—SONG OF SOLOMON

Margolis, M. L., *and others*. The Song of Songs; a symposium. Philadelphia: Commercial Museum. Bibl. footnotes. $1; pap. 75c.

BIBLE—NEW TESTAMENT

Robertson, J. A. The hidden romance of the New Testament. Doran. 2p. bibl. $2.

BIBLE—NEW TESTAMENT—CRITICISM AND INTERPRETATION

Robertson, A. T. An introd. to the textual criticism of the New Testament. Doran. 14p. bibl. $2.50.

BIBLE—NEW TESTAMENT—JOHN. *See* GOD.

BIOLOGY

Scott, G. G. The science of biology; an introductory study. Crowell. Bibls. $3.50.

BUILDING AND LOAN ASSOCIATIONS

Clark, H. F., and F. A. Chase. Elements of the modern building and loan associations. Macmillan. Bibls. $4. (Land economics ser.).

BUSINESS

Association of Collegiate Schools of Business. Academic histories of faculty members—with bibls. of their publications. Bloomington, Ind.: William A. Rawles, Secretary. 204p. pap. $1.

CANADA

Canada Bureau of Statistics. Canada year book, 1924; the official, statistical annual of the resources, history, institutions and social and economic conditions of the dominion. Acland. Bibl.

CAPITAL PUNISHMENT

Beman, L. T., *comp*. Selected articles on capital punishment. Wilson. 38p. bibl. $2.40. (Handbook ser.).

CATHOLIC CHURCH—LITURGY AND RITUAL

Tuker, M. A. R. The liturgy in Rome; feasts and functions of the church, the ceremonies of Holy Week; rev. ed. Macmillan. Bibl. footnotes. $3.

CENSUS. *See* U. S.—CENSUS.

CHINA—FOREIGN RELATIONS

MacNair, H. F. The Chinese abroad; their position and protection; a study in international law and relations. Commercial Press. Bibl. $3.

CHRISTIANITY

Joseph, O. L. The historical development of Christianity. Scribner. 4p. bibl. $1.50. (Life and religion ser.).

CHURCH SCHOOLS

Baker, E. D. Kindergarten method in the church school. Abingdon. Bibls. $1.50.

Towner, M. C. One hundred projects for the church school. Doran. Bibls. $1.60.

CIRCUS

Taylor, L. E., *comp*. The circus; a selected list of books and articles in the Public Library of the City of Boston. 13p. May 1925. 5c. (Brief reading lists, no. 32).

CITIZENSHIP

Bennison, Milton. Citizenship; an introd. to social ethics. World Book Co. 2p. bibl. $1.40.

Moriarty, W. D. Economics for citizenship. Longmans. Bibls. $1.90.

CIVILIZATION, PAGAN

Osborn, E. B. The heritage of Greece and the legacy of Rome. Doran. 2p. bibl. $1.25. (Modern readers' bookshelf).

CLOTHING

Ringo, F. J. Men's and boys' clothing and furnishings. Shaw. Bibl. $1.50. (Merchandise manuals).

COLLOIDS

Holles, H. N., *ed*. Colloid symposium. New York: Chemical Catalog Co. 9p. bibl.

CONCRETE

Gonnerman, H. F. Effect of end condition on compressive strength of concrete. Chicago: Structural Materials Research Lab. 2p. bibl. (Bull. 14).

CONNECTICUT. *See* WATER.

CONSTITUTIONS

Cloud, A. J., and E. S. Meany. Our constitutions national and state; an elementary text in government and citizenship for use in the state of Washington. Chicago: Scott, Foresman. Bibls. $1.20.

See also U. S.—CONSTITUTION

COTTON

New Bedford (Mass.) Public Library. A selected list of books on cotton and cotton manufacturing. 8p.

CUBA—COMMERCE

Everett, Guerra. Trading under the laws of Cuba. *Commerce Reports Supplement*. April 1925. Bibl. 10c. (Trade information bull. no. 343).

DEFOE, DANIEL. *See* "ROBINSON CRUSOE"

DIPLOMACY

Culbertson, W. S. International economic policies; a survey of the economics of diplomacy. Appleton. Bibl. footnotes. $3.50.

ECONOMICS. *See* CITIZENSHIP; U. S.—ECONOMIC CONDITIONS

EDUCATION

Ross, C. C. The relation between grade school record and high school achievement; a study of the diagnostic value of individual record cards. Teachers College, Columbia Univ. Bibl. footnotes. $1.50; pap. $1.25. (Contribs. to educ. no. 166).

U. S. Superintendent of Documents. Education: list of pubs. for sale. . . . 34p. April 1925. (*Price List* 31, 12th ed.).

See also STATISTICS

EDUCATION, RELIGIOUS

Bower, W. C. The curriculum of religious education. Scribner. 14p. bibl. $2.25.

EDUCATION, SECONDARY

Uhl, W. L. Principles of secondary education; a textbook for students of education. Silver. Bibls. $3.

EMPLOYMENT MANAGEMENT

Laird, D. A. The psychology of selecting men. McGraw. Bibl. $3.

ENGLAND

British Library of Information. List of pubs. on research. June 30, 1924. 15p.

——List of official pubs. Sept. 4, 1924. 25p.

ENGLAND—FOREIGN RELATIONS. *See* U. S.—FOREIGN RELATIONS.

ENGLAND—GOVERNMENT AND POLITICS

Spender, J. A. The public life; 2v. Stokes. Bibl. footnotes. $10.

EUROPE

Wrong, Margaret. Ideals and realities in Europe. London: Student Christian Movement. Bibl. 2s. 6d.

EUROPE—DESCRIPTION AND TRAVEL

Rolfe, W. H. A satchel guide to Europe; 45th annual ed., rev. and enl. Houghton. 14p. bibl. $4.

EUROPE—HISTORY

Webster, Hutton. Early European history; rev. ed. Heath. Bibls. $2.12.

EXTERRITORIALITY

Liu, S. S. Extraterritoriality; its rise and decline. Longmans. Bibl. footnotes. pap. $2.50. (Studies in hist., ec. and public law, no. 263).

FATS. *See* OILS AND FATS.

FIELDING, HENRY

Digeon, Aurelien. The novels of Fielding. Dutton. 6p. bibl. $4.50.

FINANCE

Pittenger, B. F. An introd. to public school finance. Houghton. Bibls. $2. (Riverside textbooks in ed.).

FLUID MOTION. *See* MOTION.

FOUNDRIES

American Foundrymen's Association. Transactions of the proceedings of the 28th annual meeting . . . C. E. Hoyt, sec., Marquette Building, Chicago: C. E. Hoyt, sec. Bibl. $6. (v. 32).

FRENCH DRAMA

Delpit, Louise. Paris-théâtre contemporain; rôle prepondérant des scènes d'avant garde depuis trente ans. Northampton: Smith College. 2p. bibl. (Studies in modern lan-

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FRUIT CULTURE

Card, F. W. Bush-fruits; new ed. Macmillan. Bibl. footnotes. $2.50. (Rural science ser.).

FUNDAMENTALISM. *See* MODERNISM.

GERMANY—ECONOMIC CONDITIONS

Hasek, C. W. The introduction of Adam Smith's doctrines into Germany. 2p. bibl. pap. $1.50. (Studies in ec., hist. and public law, no. 261).

GOD

Ely, M. R. Knowledge of God in Johannine thought. Macmillan. Bibl. footnotes. $1.50.

GOVERNMENT

Brunk, T. L. A government of, by and for the people; origins and defects of present and past governments. Badger. Bibl. footnotes. $2.50.

GRAPHICS

Rugg, H. O. A primer of graphics and statistics for teachers. Houghton. 7p. bibl. $1.60.

HEART—DISEASES

Clerc, Antonin. Les arythmies en clinique. Paris: Masson. 3p. bibl.

HEREDITY. *See* MENTAL DISEASES

HIGH SCHOOLS—ADMINISTRATION AND ORGANIZATION

Johnson, F. W. The administration and supervision of the high school. Ginn. Bibls. $2.

HISTORY

Barnes, H. E. The new history and the social studies. Century. Bibls. $4.

HOMER

Scott, J. A. Homer and his influence. Marshall Jones. 3p. bibl. $1.50. (Our debt to Greece and Rome).

HUMOR—AMERICAN

Tandy, Jennette. Crackerbox philosophers in American humor and satire. Columbia. Bibls. $2.50. (Studies in Eng. and comparative lit.)

HYGIENE, PUBLIC

Phelps, E. B. The principles of public health engineering. Macmillan. Bibls. $3.

INDIA—HISTORY

Dodwell, Henry. A sketch of the history of India from 1858 to 1918. Longmans. 2p. bibl. $2.25.

INDUSTRIAL ARTS

Willits, J. H., *ed.* Science in modern industry. Philadelphia: American Academy of Political and Social Science. Bibl. footnotes. $2.

INSECTS, INJURIOUS AND BENEFICIAL

U. S. Superintendent of Documents. Insects, bees, honey and insects injurious to man, animals, plants, and crops; list of pubs. for sale. . . . 22p. March 1925. (*Price List* 41, 15th ed.).

INSURANCE

Glover, A. G. Around the world with the insurance year books; a list of the world's leading reference books on insurance. *Special Libraries*. May 1925. p. 157-158.

INSURANCE, FIRE

Handy, D. N. The literature of fire insurance. *Special Libraries*. May 1925. p. 146-150.

INVESTMENTS

Herschel, A. H. The selection and care of sound investments. Wilson. 9p. bibl. $4.

See also SECURITIES.

JESUITS

Wynne, J. J. The Jesuit martyrs of North America. 119 East 57th st., New York: Universal Knowledge Foundation. 2p. bibl. $1.50.

JESUS CHRIST

Micklem, Nathaniel. The Galilean; the permanent element in religion; 2nd ed. Doran. Bibl. footnotes. $1.75.

KANT, IMMANUEL

Immanuel Kant; papers read at Northwestern University on the bicentenary of Kant's birth. Chicago: Open Court Pub. Co. Bibl. footnotes. $1.

LABOR AND LABORING CLASSES

Rappoport, A. S. Labor social reform and democracy. 8 Endsleigh Gardens, Upper Woburn Place, London: Stanley Paul. Bibl. 15c.

Russell Sage Foundation Library. Labor and industry. 4p. (Bull. no. 69).

LATIN AMERICA. *See* MISSIONS.

LEGISLATION

U. S. Superintendent of Documents. Laws: federal and state, opinions of Attorney General, decisions of courts; list of pubs. for sale. . . . April 1925. 20p. (*Price List* 10, 15th ed.).

LENIN, NIKOLAI. *See* RUSSIA.

LIVE STOCK

Curtis, R. S. The fundamentals of live stock judging and selection; 3rd ed. rev. Philadelphia: Lea and Febiger. 3p. bibl. $3.

MACHINE DESIGN

Norman, C. A. Principles of machine design. Macmillan. Bibl. footnotes. $6.50. (Eng. sci. ser.).

MEDICINE—HISTORY. *See* PATIN, GUY.

MENTAL DISEASES

Association for Research in Nervous and Mental Diseases. Heredity in nervous and mental disease; an investigation. New York: P. B. Hoeber. Bibls. $3.75.

Myerson, Abraham. The inheritance of mental diseases. Williams and Wilkins. 9p. bibl. $5.

MICROSCOPE

Gage, S. H. The microscope; an introduction to microscopic methods and to histology. Dark-Field (14th) rev. ed. New York: Comstock Pub. Co. 9p. bibl. $3.50.

MILLINERY

Kneeland, Natalie. Millinery. Shaw. $1.50. (Merchandise manuals for retail sales people).

MINES AND MINERAL RESOURCES

U. S. Superintendent of Documents. Mines: explosives, fuel gas, gasoline, petroleum; list of pubs. for sale. . . . April 1925. 22p. (Price List 58, 12th ed.).

MINING ENGINEERING

Redmayne, Sir R. A. S. Modern practice in mining; v. 1: Coal, its occurrence, value, and methods of boring; 3rd ed.; v. 2, The sinking of shaft; 3rd ed. Longmans. Bibl. footnotes. $3.75 each.

MINNEAPOLIS, MINN.—GOVERNMENT AND POLITICS

Marcley, J. M. The Minneapolis city charter, 1857-1925. Minneapolis: Univ. of Minnesota. Bibl. $1. (Univ. of Minn. Bur. for Research in Govt., pub. no. 5).

MISSIONS—LATIN AMERICA

MODERNISM

Vanderlaan, E. C., *comp.* Fundamentalism versus modernism. Wilson. 25p. bibl. $2.40. (Handbook ser.).

MONTEFIORE, MOSES

Goodman, Paul. Moses Montefiore. Philadelphia: Jewish Pubn. Society of America. 20p. bibl. $1.25.

MORMONS

Geddes, J. A. The United Order among the Mormons (Missouri phase). Salt Lake City: Utah Desert News Press. 3p. bibl. $1.50.

See also YOUNG, BRIGHAM.

MOTION

Bond, W. N. An introd. to fluid motion. Longmans. Bibl. footnotes. $1.65.

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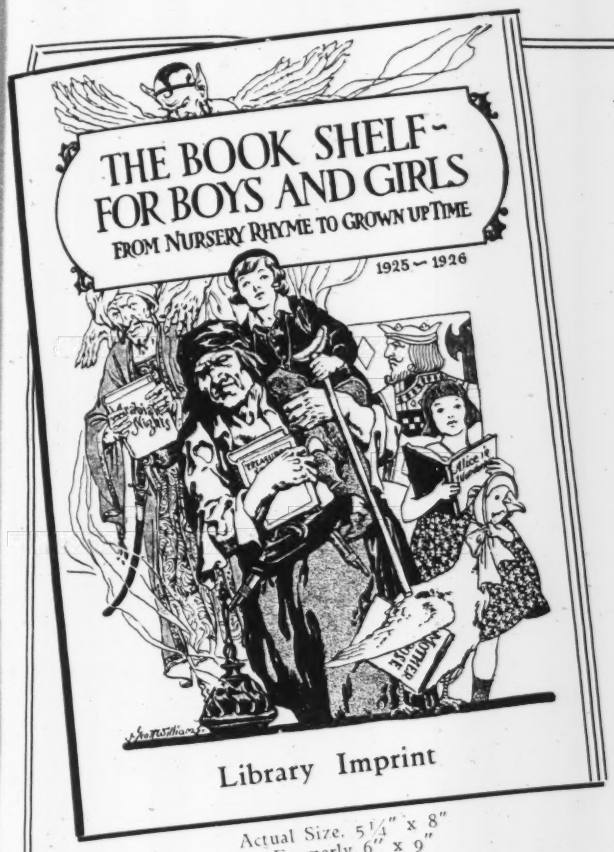

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